ENGLISH SPOKEN AND WRITTEN

PRIMER

EMERSON E. GREENE

fold this line

Gladys Hunter
Desk Copy

L.K.
G.H.

~~Jean~~ Gladys Hunter.

ENGLISH SPOKEN AND WRITTEN

PRIMER

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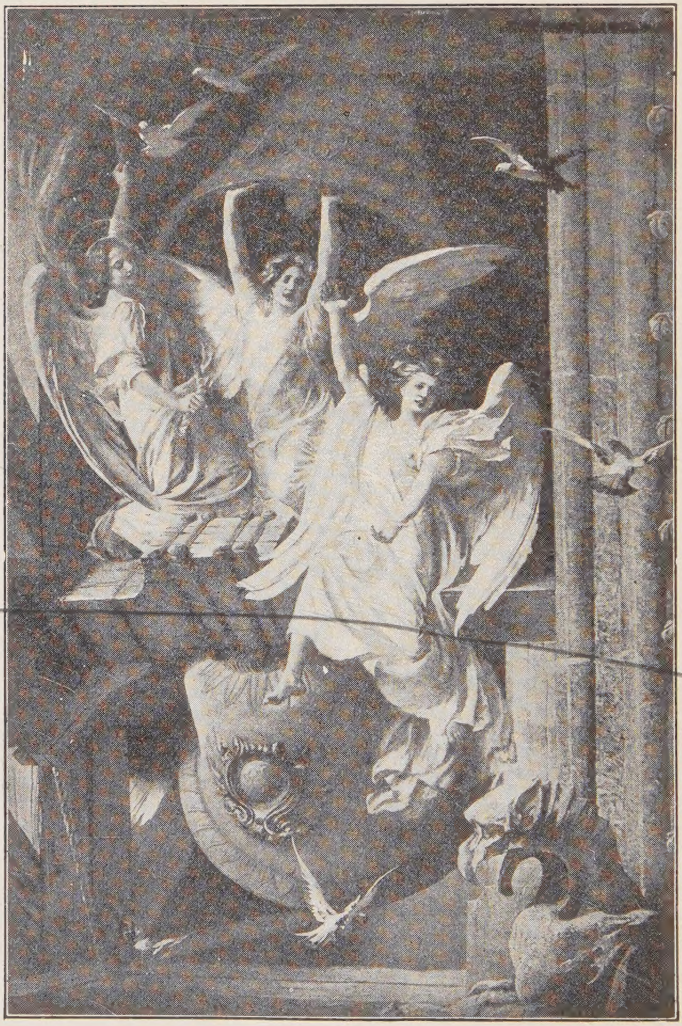

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THE BELLS

ENGLISH
SPOKEN AND WRITTEN
PRIMER

LESSONS IN LANGUAGE
FOR PRIMARY GRADES

BY

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PRINTERS AND BINDERS

PREFACE

THE books of this course in English are closely related in purpose, matter, and method. They aim to arouse in our boys and girls an abiding interest in the correct and effective use of the English of to-day as well as to give them a clear insight into the structure of the English language.

This book has been carefully planned to meet the needs of primary grades in public and private schools. The authors have employed practically the same methods, and, in part, have used the same material as in the first book of "Modern English," which has met with such pronounced favor. Instead of relying upon technical grammar to mold the daily speech of children, emphasis is laid upon practice in speaking, reading, interpreting, and writing under the guidance of the teacher.

The authors believe in the supreme importance of interest in successful language study. They have, therefore, spared no pains in determining upon the topics to be presented and in subjecting their choice to repeated tests in the schoolroom.

The lessons are based upon home life, school associations, and familiar sights and sounds in nature. Pictures, stories, poems, exercises, suggested readings, have all been chosen in accordance with this plan, to the end that children may view language less as an unrelated branch of study than as a unifying medium for all school studies and out-of-school experiences. In developing the plan,

the authors have sought to keep in close sympathy with the child mind and heart.

Much attention is given to the cultivation of the imagination, on account of its reaction both upon language and upon life.

Throughout the book the preëminent importance of oral practice is recognized. The ear is too often a neglected factor in language teaching. Selections have been introduced which the teacher is to read to the pupils to train them to a perception of nice language values.

Pupils are directed to criticise their own language as regards not only the interest of the thought expressed in it, but the quality of its sound also.

Frequent "word studies" require pupils to repeat aloud and to use correctly forms of words often misused.

Home readings are indicated. Great care has been taken in the preparation of the lists, that the literary worth of each selection may be assured and that each may come within the children's ability to feel its charm or understand its message. These readings are drawn from the great sources of literary wealth for children; namely, fable, myth, fairy story, legend, anecdote, and history, as well as interesting pictures of child life.

On its formal side the plan of the book is as follows: Part I aims to make the printed page mean more to the pupil by giving him mastery of the simplest uses of capital letters, punctuation marks, and grammatical relations, that his words, spoken or written, may mean more to others.

Part II consists of an elementary and inviting treatment of letter writing. The lessons have been grouped together for the convenience of the teacher, who will select such matter as best meets the needs of the class.

Part III takes up the sentence; and sentence grouping, begun in Part I, is emphasized in a variety of ways.

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Thanks are extended to the above, and also to those authors whose writings have been used but who are not included in the foregoing enumeration.

The authors gratefully acknowledge their indebtedness to many teachers who, in one way and another, have freely given advice and assistance in the preparation of this book.

Meyer von Bremen

COME ALONG !

ENGLISH SPOKEN AND WRITTEN

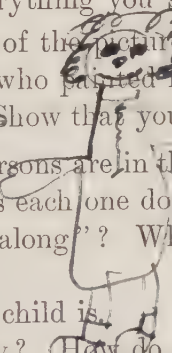
PRIMER

PART I

— 1 —

"COME ALONG"

A Little Talk about a Picture



I. Talk about everything you see in the picture.
What is the name of the picture?
Ask your teacher who painted it.
Do you like it? Show that you like it very much.

II. How many persons are in the little group? In the room? What is each one doing?
Who says "Come along"? Why do you think so? To whom is it said?
Ask how old each child is.
Is every one happy? How do you know?
Where are these happy people?
Listen to the clock. What does it say?
What does it tell the big boy and girl?

III. Shut your eyes and try to see the picture.

Exercise. — *Write the names of five things in the picture. Say or write something about each one.*

— 2 —

WHAT A FLOWER TELLS

An Exercise in Reading

Bright little buttercup, now you will show
Whether my darling likes butter or no.
Buttercup, buttercup, will you begin?
Shine me an answer under her chin.

—MARY MAPES DODGE.

Read and talk about the lines.

What do the first two lines tell?
What does the third line ask?
What does the last line say?
How does the buttercup show its answer?
Find out who in the class likes butter.

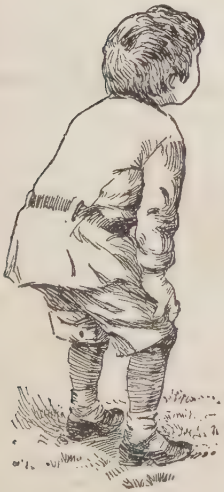
Oral Exercise. — *Tell all you know about buttercups.*
Written Exercise. — *Copy:* —

Buttercups are called kingcups.
A buttercup is called a kingcup.

— 3 —

A CHILD'S THOUGHT

Arthur was three years old. He had never been out of doors after dark. One evening his aunt took him into the garden. Presently the moon rose, round and golden. Arthur clapped his little hands with delight. "Look, look, Auntie," he began; but stopped as if a thought came to him. Then looking up into his aunt's face he whispered, "Have the angels lighted their lamp?"



How old was Arthur? Where had he never been? One evening, what did his aunt do? Presently, what did the moon do? How did Arthur show his delight? What did he say and do next?

Oral Exercises. —

Tell the whole story to some one.
Tell what you saw one evening.
Tell all you know about the moon.
Tell a story about a child you know.

Word Study

Presently means *after a little while.*
Delight means *great pleasure.*

— 4 —

THOUGHTS, WORDS, SENTENCES

Think and talk about the picture.
What is the busy boy doing?
Are you thinking as hard as he seems to be?
Here are some of his **thoughts** put into **words**: —

1. How pretty these flowers are!
2. May I paint the prettiest?
3. It is the yellow tulip.

Each group of words (1, 2, 3) is a **sentence**.
It is a thought put into words.

Exercise. — *Put into words your thoughts about the boy.* Do your words form sentences?

— 5 —

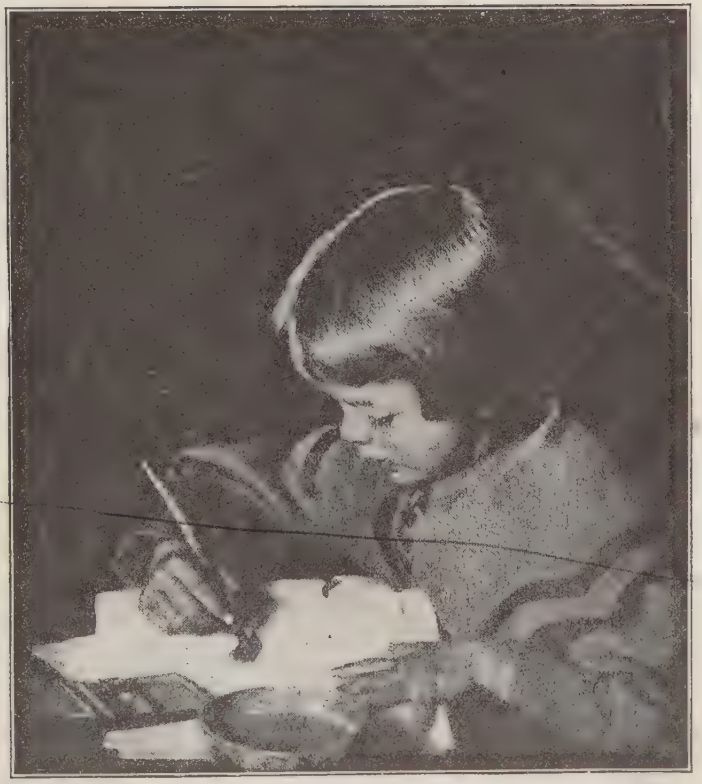
HOW SENTENCES BEGIN

Presently the boy saw something interesting in one of the flowers. These sentences tell: —

4. Oh, there is a bee!
5. How did it get in?
6. Fly out of the window, busy bee.
7. School is no place for bees.

Copy sentences 4, 5, 6, 7.
What do we put together to form sentences?
How many words are there in each sentence, 4–7?
With what kind of letter does each sentence begin?

Every sentence should begin with a capital letter.



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THE PAINTING LESSON

— 6 —

THE CROW AND THE PITCHER

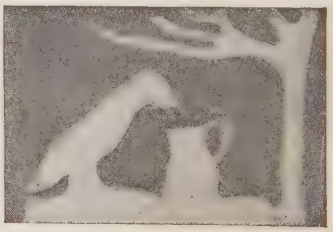
Story-telling

Listen while your teacher reads or tells this story : —

A crow, nearly dead with thirst, saw a pitcher which had once been full of water. When the crow put his beak into the mouth of the pitcher, alas ! he found the water so low that he could not get a drop of it. He tried and he tried and he tried, but he had to give up. Then a bright thought came to him. He picked up a pebble and dropped it into the pitcher, *plick!* Then he picked up another pebble and dropped that into the pitcher, *plick!* Then he picked up other pebbles and dropped them, one by one, into the pitcher, *plick*, *plick*, *plick*, *plick!* At last the water came up so that he was able to reach it and to quench his thirst.

— Æsop.

What two children saw in the story : —



Written Exercise. — *Copy these sentences : —*

Every little helps.
Little by little all tasks are done.

— 7 —

THE STUDY OF A STORY

Read aloud the story on page 6.

Make sentences telling: —

What is said about the crow.
Why he did not drink.
What he did then.
What happened next.
What happened at last.

Oral Exercise. — *Tell the story to some one.*

Be sure to speak of things in the order in which they happened.

— 8 —

STATEMENTS

Observation and Study

Study the sentences at the foot of page 6.

Each sentence tells what the fable teaches.

How does each of the sentences begin?

What mark do you find at the end of each?

A sentence that tells something is called a **statement**.

Place a **period** (.) after every statement you write.

Oral Exercise. — *Make statements about the picture on page 6. Tell what each person or thing is or does.*

Written Exercises. — *Write a statement about each:* —

(*a*) Crow; pitcher; beak; pebble; story.

(*b*) Vacation: where and how you spent it.

(*c*) Autumn flowers and fruits.

MEASURING

— 9 —

MEASURING

Conversation about a Picture

Talk about the picture on page 8.

What are the children doing? Why?

Give each child a name. Use their names when you speak of the children.

How old do you think each child is? How tall?

Which one is trying to be very tall?

Do what these little children are doing. Tell about it, naming those who took part.

Exercise. — *Write statements using these words:* — inch, inches, foot, feet, yard, yards.

— 10 —

WORDS AND PICTURES

Thinking and Expressing

What shall you put into a picture to go with the lines given below? Make the best picture you can: —

SEPTEMBER

The goldenrod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down.

— H. H.

Learn to say the lines by heart. Make a statement about each thing named in the lines.

— 11 —

LOOKING FORWARD

The Word I

When I am grown to man's estate
I shall be very proud and great,
And tell the other girls and boys
Not to meddle with my toys.

— Robert Louis Stevenson.

Who wrote the lines printed above?

Who is "I," a grown-up person or a little child? Why do you think so?

When you use the word *I*, whom do you mean?

How many times is the word *I* used in the lines? How is it printed? How should it be written?

The word I should always be written as a capital letter.

Written Exercise. — *Use the word* I *in sentences telling truly:* —

Who you are.
How old you are.
What toys you own.
What other toys you would like to own.

Are your sentences statements? Why do you say so?

Word Study

I write ——. *I wrote* ——. *I have written* ——.
John and I ——. *You and I* ——.
Repeat aloud the above words. Add other words to them.

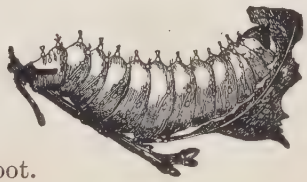
— 12 —

A CONVERSATION

What do you wish to be when you grow up?
Tell why you say so. Whose is the best choice?

— 13 —

LINES TO BE READ AND STUDIED



Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

—Christina Georgina Rossetti.

The lines tell how a caterpillar "looks forward."
Which line tells how the caterpillar appears at first?
What does the third line bid it do?
Where is it to go? Why?
What enemies of the caterpillar are named?
What do the last two lines say?

Exercise. — *Tell about some caterpillar, as follows:*—

size	head	food	harmfulness
color	body	movements	enemies

A bird of prey is *a bird that feeds on other animals.*

— 14 —

A LESSON FROM MOTHER GOOSE

Here is a jingle some think very funny. How fast can you say it, yet give every sound distinctly?

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

Oral Exercises. — I. *Repeat other jingles, if you can.* What good can come of saying them?

II. *Pronounce distinctly; then spell aloud:* —

babe	pipe	deed	tot	gig	kick
fife	vivid	lull	maim	noon	rear
judge	church	yes	wax	quack	zero

— 15 —

HOW NAMES OF PERSONS ARE WRITTEN

What person is named in the lines in Lesson 14? How many words are there in the name? With what kind of letter does each word in the name begin?

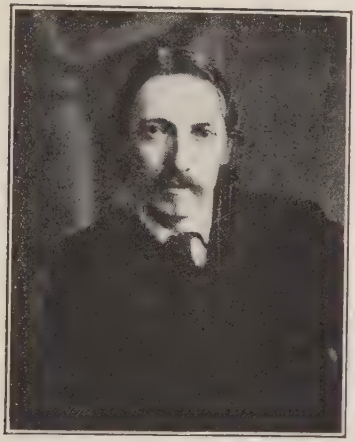
Names of persons should begin with capital letters.

Written Exercise. — *Write the following names:* —

1. Your own name. 2. Your father's name.
3. A girl's name which you think has a pretty sound.
4. The name of a person whom you wish to be like when you grow up. Tell why you wish this.
5. The names of five friends whom you love dearly.

— 16 —

INITIALS



ROBERT LOUIS STEVENSON

Whose picture is this?

Find the same name in Lesson 17. How is the name printed there?

What do the letters "R. L." stand for?

Robert Louis Stevenson wrote pretty verses for children. Who in the class knows any of them?

The first letter of a person's name is called an **initial**.

What kind of letter is each initial above?

What mark follows each when used alone?

Every initial written instead of a full name should be a capital letter and be followed by a period.

What are your initials? What are your father's initials? your mother's? your teacher's?

— 17 —

HAPPY THOUGHT

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

— R. L. STEVENSON.

Copy the lines. Name things that make you happy.

— 18 —

A BIT OF TRAVEL TALK

Names of Places

This picture gives you a peep at Cheapside.

Cheapside is one of the busiest streets in the largest city in the world. Do you know the name of the city?

London is not in the United States. It is in England, a beautiful country across the Atlantic Ocean.

Here in busy Cheapside you may hear Bow Bells, as Dick Whittington did, long, long ago. What did their merry peal say to him? Tell all you can.

What names of places are given above?

With what kind of letter does each such name begin?

Names of places should begin with capital letters.

Word Study. — *Here* means *in this place.*

Hear means *to know by means of the ear.*

Use these words in written sentences.

— 19 —

PRACTICE IN WRITING NAMES

I. *Copy and fill the blanks with proper words:* —

Broadway is a —— in ——.
London is a —— in ——.
New York is a —— in ——.

II. In New Orleans, a city in Louisiana, I rode through a street once called Good-Children Street. Eugene Field wrote some pretty verses about it.

Explain each capital letter used in this lesson.

— 20 —

BITS OF HOME TALK

I. Talk about the place in which you live.

What is its name? Spell it and write it.

What kind of place is it (city, town, village)?

On what street (road) does your home face?

On what street (road) does your school face?

What is the most interesting place near your home?

Why do you say so? Do all in the class agree?

II. Make a class collection of post-card or other views of places of interest near your home.

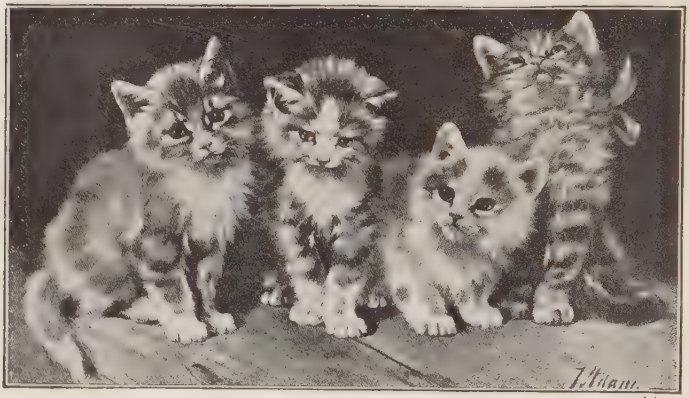
Arrange the views in some good order. From time to time write statements about each view.

Which one do you like best? Why?

III. Write the names of places you have visited.

Word Study

Road means *a thoroughfare.* *Rode* means *did ride.*



FOUR SCAMPS

— 21 —

QUESTIONS TO BE ANSWERED

A black-nosed kitten will slumber all the day;
A white-nosed kitten is ever glad to play;
A yellow-nosed kitten will answer to your call;
And a gray-nosed kitten I wouldn't have at all.

Which kitten do you choose? Why?
What name will you give your kitten?
How will you take care of the kitten?
What will become of the other kittens?

Exercise. — *Make up a story told by one of the kittens to the others, about its escape from a dog.*

Word Study

Copy and put in the proper word *four* or *for*: —

Here are —— kittens.
This kitten is looking —— a mouse.
Which one of the —— is the prettiest?

— 22 —

A STUDY OF QUESTIONS

I. *Read these sentences : —*

1. Is the cat a graceful animal ?
2. Why does a cat walk so quietly ?
3. How are a cat's feet unlike a dog's ?

What does each sentence (1, 2, 3) do ?
With what kind of letter does each begin ?
What mark do you find at the end of each ?
A sentence that asks something is called a **question.**
Place a **question mark** (?) after every written sentence that asks a question.

Oral Exercise. — *Ask questions about the kittens.*

Written Exercise. — *Write five questions.*

— 23 —

AN ANIMAL FAMILY

Observation. — Watch a cat until you know well its looks and its ways. Or, from pictures study one of the cat's noble relatives, the lion or the tiger.

Conversation. — Choose a member of the cat family; ask and answer questions about its —

1. Covering, form, size.
2. Head: ears, eyes, face, teeth, tongue.
3. Body: legs, feet, tail.
4. Home, ways or habits, and disposition.

Oral Exercise. — *Tell all about the animal chosen.*

— 24 —

THE FOX AND THE CAT

Read this story, then tell it to the class: —

One day a cat met a fox. "Good morning, Mrs. Puss," said the fox. "Stop awhile and chat with me."

"Indeed, I will," purred Mrs. Puss pleasantly.

The fox at once began to boast about the many clever tricks he knew. "Why," said he, "I know a hundred ways of getting away from my enemies."

"Oh, dear," said Puss, "I am not nearly so clever. I know only one way, but I know that one perfectly."

Just then they heard the horn of the hunters, *tirra-lirra-li!* Puss immediately scampered up the nearest tree, saying, "Here come the dogs! This is my way of getting away from them. What are you going to do?"

Master Fox thought first of one way, then of another. He was still thinking when up came the dogs and caught him. Whereupon Puss said, "Listen to me, Master Fox, 'One good trick is better than a hundred poor ones.'"

— 25 —

COMMANDS

Read aloud these sentences: —

Stop and chat with me.
Listen to me, Master Fox.

What does each sentence do?
How does each begin? How does each end?
A sentence that bids or orders is called a **command.**
Place a **period** (.) after every command you write.

— 26 —

CHILDREN AT PLAY

I. Give names to these little playmates.
Do you think they belong to one family?
Think of this when you name the little ones.
II. Play that you are one of these children.
Ask and answer questions about: —

What you are.
What tools or materials you own.
What you are doing with them.
What you will do next.

What commands might these children give to their pet? To one another?

Exercise. — *Tell about the best time you ever had in playing with other children.*

— 27 —

LOOKING BACKWARD

Look over the lessons you have studied, then tell all you can about the following: —

1. What do you put together to form sentences?
2. How should every sentence begin?
3. How should every statement end?
4. How should sentences that ask questions end?
5. What mark do you place after a command?
6. How should names of persons begin?
7. Show how names of places begin.
8. How should the word *I* be written?
9. What is an initial? How should initials be written?

Fill in the proper word: —

Wrote, written: John has —— a letter. He —— a note yesterday.

Came, come: Mary —— early this morning. She has —— early every day this week.

Hear, here: —— comes the band! —— it play!

For, for: Mother bought —— pens —— me.

Right, write: —— the word *I* in the —— way.

Pitcher, picture: Pour the water into the —— with the blue —— on it.

— 28 —

GOOD PRACTICE

Correct and copy: —

I. a dog once made his bed in a manger he could not eat the hay there nor would he let the tired and hungry ox eat it

II. would you like to own such a dog

— 29 —

MIGRATION

The First Word in Poetry

Copy and memorize : —

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done ;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

—CHRISTINA GEORGINA ROSSETTI.

What fact in nature does this bit of poetry refer to?

What does the poet mean by "bringing the sun"?

How many lines are there in the poem?

With what kind of letter does the first word in each line begin?

The first word of every line of poetry should begin with a capital letter.

Oral Exercise. — *Tell all you know about the going and coming, or migration, of birds.*

Written Exercises. — I. *Write the lines from memory.*

II. *Write the names of some birds that migrate.*

Word Study

pā ĕt rў pō ĕm pō ĕt. Use each word in a sentence.

— 30 —

FOREIGN CHILDREN

Rhymes

Little Indian, Sioux or Crow,
Little frosty Eskimo,
* * * * *
You have curious things to eat,
I am fed on proper meat ;
You must dwell beyond the foam,
But I am safe and live at home.

— R. L. Stevenson.

Conversation. — These lines tell a Scottish child's thought about children living in countries far away.

Whom does the child name in line 1? line 2?

What do the words "frosty Eskimo" make you see?

How does the food of Eskimos seem *curious* to you?

What do you know about their homes? clothing? games? way of traveling about?

What might these "foreign children" say about you and your ways of living? Can they think, "I am safe and live at home"? Do they tell their thoughts in English sentences as you do yours?

Would you know these little foreign children if you should meet them?

Oral Exercises. – *Say these words aloud:* —

1. Sioux or Crow, Eskimo.
2. Eat, meat.
3. Foam, home.

Notice the sound of each pair of words. They are **rhymes**.

Give words which rhyme with *go*, *may*, *see*, *better*.

Word Study

The word *Sioux* is pronounced *Sōō*.

Foreign means *not belonging to one's own country.* (When Stevenson wrote these lines he lived in Scotland.)

Curious means *strange.* *Meet* means *to come together.*

To dwell in a place means *to have one's home* there.

Beyond the foam means *across the ocean.*

Proper meat means *the right kind of food.*

Use in sentences the words, *foreign*, *dwell*, *at home*, *meet*, *meat*.

Myerheim

THE KNITTING LESSON

— 31 —

THE KNITTING LESSON

Conversation about a Picture

I. This interesting picture gives you a peep into a home in Germany. Do you know where Germany is? What language is spoken in this home?

Try to find an English name for everything you see in the picture. Perhaps some one in the class can give you the German name also.

II. Who is learning? What is she learning?

What things are needed for the lesson?

III. Who is teaching?

Do you think she is a kind teacher? Why?

Are pupil and teacher interested in their work?

IV. Ask or answer questions about the picture; about work which women do.

— 32 —

SENTENCE GROUPING

Write on the blackboard six sentences about the persons shown in the picture.

Ask questions about your sentences; thus: —

Which sentences tell about the pupil?
Which sentences tell about the teacher?

Put together in a group all sentences that tell about the pupil; mark the group I.

Put together in another group all sentences that tell about the teacher; mark this group II.

— 33 —

THE KITTEN AND THE KNITTING NEEDLES

A Story to be Told by the Teacher

1. There was once a poor woman who went to the forest to gather fagots for her fire. She was walking home, carrying a bundle of twigs when, hark! she heard a kitten mewing, mewing as if in pain. The woman had a very kind heart, so she looked about, and soon found a poor, sick kitten lying under a hedge near the roadside. She placed the little creature tenderly in her apron and carried it gently homeward.

2. Presently her two children came running to meet her. "Oh! mother, what have you? What have you?" they cried. "Do let us take it," they begged, when they learned that it was a kitten. But the mother would not let them have it.

3. When they reached home, the little sufferer was laid upon a nice, soft bed, and given warm milk to drink, and pretty soon it was as well as ever. Then — it disappeared!

4. Not long afterward, the mother went again to the forest for wood to burn. On the way home, she passed the spot where once she had found the kitten. Behold! there stood the most beautiful lady her eyes had ever seen. She beckoned in a friendly way and then lightly tossed five shining knitting needles into the woman's apron. "What a strange gift!" thought the latter; "knitting needles aren't worth very much, I think," but she kept that thought to herself. She took the needles home and that night, when she went to bed, she laid them carefully upon the table.

5. Early the next morning when she went to set the table, lo! there lay a pair of warm stockings of just the right size for her little son. How astonished she was to see them!

6. That night the woman again laid out the needles, and in the morning she found a pair of stout stockings. Then the thought came to her that the industrious needles were a reward for kindness to the little kitten; so she allowed them to knit for her every night. When she had enough for her family, she sold the stockings to her neighbors, and so she lived in plenty to the end of her days.

— BECHSTEIN.

— 34 —

THE STUDY OF A STORY

Read the story on page 26. What kind of story is it? Do you like it? Who are the principal ones in the story? Where does the story say they were? What happened to each one?

Oral Exercise. — *Tell the story to some one who likes fairy stories. Speak of:* —

1. Finding the kitten.
2. The children.
3. Disappearance of the kitten.
4. Finding the needles.
5. The stockings.
6. Kindness rewarded.

Word Study

Pair means *two things of a kind intended to be used together.* What two other words have the same sound?

— 35 —

EXCLAMATIONS

Observation. — In the story on pages 26 and 27 was the woman surprised to hear the kitten? then to find it gone? What other things surprised her?

Notice in the story such words as *hark! behold!* They are **exclamations** and show strong feeling of some kind. What feeling do they show in this story?

The mark (!) is called an **exclamation point**. It follows words or sentences that express strong feeling.

Exercise. — *Copy all exclamations in the story.*

— 36 —

PARAGRAPHS

Observation. — The story on pages 26 and 27 is divided into parts, each telling one important portion of the story. Each part is called a **paragraph**.

How many paragraphs in the story? What does each paragraph tell about?

Of what is each paragraph composed? How many sentences in each?

Where is the first word of each paragraph placed?

Exercises. — I. *Tell the true story of a pair of woolen stockings. Speak of:* —

sheep	spinning	knitting
wool	yarn	old ways and new

II. *Write sentences telling the story. Group them into paragraphs as above.*

— 37 —

THE WIND

Stanzas

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing thro'.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

— Christina Georgina Rossetti.

What does this pretty poem ask and tell about? How many times is a question asked in the poem? Each question with the lines giving its answer forms a **stanza**.

Exercises. — I. How many stanzas in the poem?

Read the first stanza. Have you ever seen "the leaves hang trembling"? What kind of wind was blowing?

Read the second stanza. Have you ever seen "the trees bow down their heads"? What kind of wind was blowing?

Read the poem aloud. Learn it by heart.

II. *Read the first line of the poem, using other words in place of the word wind.*

— 38 —

WHAT THE WIND DOES

Conversation. — What does the wind do in the house, in the yard, in city streets, in orchards, in the fields, in the woods, in boys' games, in the sky, on the sea, in Holland? What good does the wind do? what harm? What is the funniest thing you ever saw the wind do?

Written Exercise. — I. *Write sentences telling what the wind does.*

II. *Group the sentences into two paragraphs, one telling the good, the other the harm the wind may do.*

Read the paragraphs aloud. Use brush or scissors to illustrate one paragraph, if you can.

Home Reading. — If possible read at home, in the public library, or at school, one of the poems named below. Tell whether you like the poem better than Miss Rossetti's "The Wind." Give a reason for your choice.

The Wind — Robert Louis Stevenson.
The Wind in a Frolic — William Howitt.
The Wind and the Moon — George Macdonald.

— 39 —

THE WIND AND THE SUN

The wind and the sun were disputing as to which of the two was the stronger. Just then a traveler came along the road.

"I know how to settle this matter," cried the sun. "Do you see that traveler? Let him decide our quarrel for us. Whichever one of us can make him take off his cloak shall be called the stronger."

The wind began at once to blow and blow with all his might. But the harder he blew, the more closely did the traveler wrap his cloak around him, and the wind had to give up and own himself beaten.

Then the sun came out from behind the cloud where he had hidden himself. Soon he was shining in all his glory upon the traveler, who first loosened his cloak, and presently took it off altogether.

I. How many paragraphs in this story? How is the beginning of each paragraph shown? How is the beginning of a sentence shown?

II. Tell the story in your own words. Make those who listen to you, understand —

1. The dispute and the cause of it.
2. How the sun planned to settle it.
3. How the wind failed.
4. How the sun succeeded.

— 40 —

A LITTLE STUDY OF TREES

Here are names of trees. Which do you know best? *Write sentences about it:* —

horse chestnut	orange	poplar	oak
birch	lemon	umbrella	elm
willow	palm	cedar	pine

Things to notice in studying trees: —

(*a*) Shape of tree as a whole, bark, leaf, fruit.

(*b*) How does it branch? How do its leaves grow? Where are the buds? How are they protected? What are the uses of the tree? of its parts?

— 41 —

HOLLAND

The cottages of Holland,
They are so sweet and clean
Not even with a microscope
Can trace of dirt be seen.

The kitchens of those cottages,
They are so neat and bright
With pots and pans of polished brass,
And plates of blue and white.

The housewives get up early,
The housewives sit up late,
For fear a little speck of dust
Should wander through the gate.

So, all you little children
Who never wipe your shoes,
If you would go to Holland, why,
That habit you must lose.

—E. V. Lucas.

What country do these lines tell about?
Read each stanza. Tell what it describes.

— 42 —

AN OLD-TIME CRADLE

A Description

This cradle was brought over in the *Mayflower*. Who do you think slept in it? Study the picture until you can copy or make a cutting of it from memory. Be sure to note: —

How large or small it is.
Of what it seems to be made.
How the main part or body is shaped.
Where the rockers are.
Whether it seems easy to move.

Conversation. — Ask and answer questions about the cradle.

Oral Exercises. — I. *Describe the cradle to some one.*

II. *Tell the story you think the cradle would tell if it could speak.*

Written Exercise. — *Write a paragraph about the cradle.* Begin the paragraph with the first sentence given in this lesson.

— 43 —

THE STORKS OF DELFT

Listen to a famous story: —

The stork is the best-loved bird in Holland. People think that storks bring good luck, so they give the birds a warm welcome when they return each spring to their nests on the housetops.

It happened once that a great fire broke out in the city of Delft in Holland. It was in May, when young storks are not yet able to fly.

Nearer and nearer to the nests came the flames. The parent birds saw the danger, and tried to fly away with their nestlings. Alas, the young birds were too heavy for them to carry!

At last, finding no way to save their nestlings, the parent birds spread their wings over the nests to keep off the cruel flames as long as they could. And so old birds and young perished together.

— 44 —

TITLES

Exercises Based on a Story

Study the story in Lesson 43, *as follows* : —

I. What is the name or title of the story?
How many paragraphs are there in the story?
What part of the story is told in each paragraph?
How many sentences are there in each paragraph?

II. *Read the story aloud;* pronounce every word clearly and distinctly. Practice until you can read without hesitating or repeating words.

III. *Tell the story to some one who will wish to know:* —

What the story tells about.
When and where something happened.
What happened.
How it ended.

IV. *Collect pictures of the stork or his nest; of Holland. Talk or write about each picture.*

Word Study

Find in the lesson the words *of* and *off*. Use them in sentences.

Welcome means *kind reception.*

Nestling means *a young bird which has not yet left its nest.*

To perish means *to be destroyed; to die.*

Use these words in telling the story; in sentences of your own.

Review. — What mark do you find at the end of each sentence in the story? Tell why it is used.

Landseer

A Piper and a Pair of Nutcrackers

— 45 —

PIPER AND NUTCRACKERS

A Study of Word Forms

What is the name of the picture on page 36?

Why should it not be called Pipers and Nutcracker?

What is the difference in the meaning of the words *piper, pipers?*

What is the difference in their spelling?

How many do you mean when you say *nutcracker?*

What change is made in the meaning when you add the letter *s* to the word *nutcracker?*

How many branches of the tree can you see?

Who is sitting on the small branch?

How is the word *branch* different from *branches?*

Oral Exercise. — *Name ten things you see now.* Say each name twice, once with the number 1, once with other numbers; thus, 1 book, 2 books.

Written Exercises. — I. *Copy in a column the words given below.* Opposite each word in your list write the form used when you name more than one: —

(*a*) Tree, home, hole, nest, bird, squirrel, nut, song.

(*b*) Bush, grass, brush, branch, dish, face, fox, haunch.

II. *Use in sentences both forms of the above words.*

Word Study

A word that means *one* is spoken of as *singular.*

A word that means *more than one* is spoken of as *plural.*

— 46 —

IS AND *ARE*

Study these sentences: —

1. The bird is the piper. He is a friend in feathers.
2. The squirrels are the nutcrackers. They are friends in fur.
3. What is the piper doing?
4. What are the nutcrackers doing?
5. Piper and nutcrackers are my "friends in feathers and fur."

Which sentences speak of one thing?
Which sentences speak of more than one thing?
In which sentences is the word *is* used? Why?
In which sentences is the word *are* used? Why?

Use the word *is* in speaking of one.
Use the word *are* in speaking of more than one.

— 47 —

THE SQUIRREL

Oral Exercise. — Imagine a city boy who has never seen a squirrel. *Tell him about a squirrel you have seen. Speak of:* —

1. Form in general, covering.
2. Head: ears, eyes, teeth.
3. Body: hind legs for jumping; front feet for holding food.
4. Tail: long, graceful, bushy, guide in leaping, boa in sleeping.

5. Food: what, where obtained, stowed away.
6. Homes: summer, winter. Do squirrels do harm?
7. Language: What sounds does a squirrel make?

Written Exercise. — *Write on the blackboard sentences about the squirrel.*

Talk about your sentences. Arrange them in two paragraphs. In the first, place sentences which tell how the squirrel looks (see 1, 2, 3, 4).

In the second paragraph place sentences which tell what its habits are (see 5, 6, 7). Correct each paragraph and copy it.

Word Study

Tail and *tale* are words whose use you should know.

Fill in the proper word: —

The squirrel's —— is very useful to him.

Kipling's "Jungle Book" contains interesting ——

Write sentences, using the words given above.

—— 48 ——

MEMORY GEM

Copy and learn by heart: —

He prayeth well who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us
He made and loveth all.

— Samuel Taylor Coleridge.

Observation. — What words given above begin with capital letters? Learn why in each case.

— 49 —

THE LAND OF STORY-BOOKS

Listen! —

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of Story-books.

— R. L. STEVENSON.

Read the poem through with your teacher. Has the poem a good name? Is a real land described?

Shut your eyes and try to see a picture while your teacher reads the first stanza; the next four stanzas; the last stanza.

What do the last two lines of the poem mean?

Now you may read the poem to some one.

Who wrote the poem? What other poems did he write? Do you like his poems? Can you tell why?

Exercise. — *Tell about "playing at books" you have read.*

Word Study

Write in pairs the words that rhyme; thus, *lit, sit.* What does each of these mean?

forest track	brink
hunter's camp	hills and woods
roaring lions	starry solitudes

What does a scout do? Is *prowled* a good word to use with *scout?* Why?

— 50 —

A CONVERSATION ABOUT HOME READING

Have you a "land of Story-books" of your own? Of what does it consist? Tell all about it.

You should begin early to gain one and to make it a rich and beautiful country. In books you are always sure of finding pleasant company, the company of favorite animal friends, of fairies and other wonder-workers, of knights and heroes, and of interesting little people like yourself.

— 51 —

EXCURSIONS INTO THE LAND OF STORY-BOOKS

To be Talked over with the Teacher

Once, ever and ever so long ago, people lived out of doors more than they do now. Often the only roof that covered them by night was the starry sky, the walls that sheltered them were the green hillsides or the stately trees of the forest. So they came to wonder about such occurrences in Nature as wind and rain, sunrise and sunset, and the changes in the seasons.

In those days grown-up men and women did not understand the truth about such happenings so well as you little ones do to-day. Oh, no, indeed! They had the most curious notions about even the commonest things. To them it seemed that earth and sky, wood, field, lake, river, and ocean were peopled with beings of great power. These creatures they thought good or bad, according as their deeds seemed to be of benefit or injury to mankind.

These beings were called by different names: gods, goddesses, nymphs, and others; they were believed to be able to love and to hate, to plan and to do, to aid and to hinder people in their undertakings, just as you and I are able to do in these days.

The Land of Story-books is rich in tales about these imaginary beings. In lessons which follow, you become acquainted with some of them; try to guess what fact in Nature gave rise to each story.

Listen. Then tell all you remember:—

I. Clytie, the Constant

Clytie was a water nymph who loved Apollo, the great Sun god, very dearly. Alas! he did not love her in return, so she pined away. All day long she sat upon the cold, cold ground, with her golden hair all hanging down her back.

Nine days she sat thus and tasted neither food nor drink; her own salt tears and the chilly dew were her only food. She gazed on the sun when he rose and as he passed through his daily course in the heavens to his setting in the golden west. At last, her face became a flower, and to this day it turns on its slender green stem so as always to face the sun. Thus does the sunflower show the deep feeling of the beautiful nymph from which it sprang.

II. Iris, the Many-hued

Iris, fair goddess of the rainbow, was the fleet messenger of Queen Juno. She traveled always with the speed of the wind, going from one end of the earth to the other, wherever there was work for her to do. She could make her way to the bottom of the sea, or even to the dark underworld to do the bidding of her mistress.

Iris it was who filled the clouds with water from lakes and rivers in order that it might fall upon the earth in gentle, nourishing showers. No one saw her pass, so swift was her flight. Oh, no! but the brilliant trail in the sky that followed her many-colored robe told where she had been. This the farmer welcomed as a sign that rain was enriching his fields, and he gladly gave thanks and praise to beautiful Iris, the fair goddess of the rainbow.

— 52 —

THANKSGIVING

Conversation. — What things have you to give thanks for at home? At school? Elsewhere? What do you do to celebrate Thanksgiving Day at home? At school?

What day is chosen for Thanksgiving?

Who chooses it? How do people learn about the choice?

Exercise. — *Tell about* the best Thanksgiving Day you remember.

— 53 —

A REVIEW

I. *Use your reader to show:* —

1. What a paragraph is.
2. Where the first word of a paragraph is placed.
3. What a stanza is.
4. How the first word of a line of poetry begins.
5. What an exclamation is and what it shows.

II. *Write and then read words that rhyme with:* —

light	song	gold	hear	ringing
best	wake	hands	down	losses

III. *Change the following to name more than one:* —

thing	swarm	ash	breeze	larch
twig	heart	rose	dress	secret
nest	year	brass	thrush	squirrel

— 54 —

WATER

A Study of Real Things

Think, talk, write about water; thus: —

I. Where does water come from?
Cloud, river, lake, ocean. Name others.

II. What forms of water do you know?
Steam, dew, rain, snow. Name others.

III. What uses are made of water? of snow? of ice?
Food, drink, cleanliness, travel. Name others.

Written Exercises. — I. *Write on the blackboard sentences about each question given above.* Arrange the sentences in the form of paragraphs. When each paragraph has been corrected, copy it.

II. *Tell the story of a snowflake.* Illustrate it.

III. *Tell all you can about the rainbow.*

— 55 —

SNOWFLAKES

A Beautiful Word Picture

Out of the bosom of the Air,
Out of the cloud folds of her garments shaken,
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent, and soft, and slow
Descends the snow.

— HENRY WADSWORTH LONGFELLOW.

Which lines do you like best?

THE PROMISED LAND

Lobrichon

— 56 —

THE STUDY OF A PICTURE

What is the name of this charming picture?

Why do you think the artist chose such a name? What season of the year did he have in mind?

Where are the children? What are they doing? Do they like what they see? Which children are most interested? How can you tell?

What other persons do you see in the picture?

Why are they not looking into the toy shop?

If the artist had been thinking of you, would he have shown other toys? What toys?

What language are these little ones using?

De Jouets are French words. They mean *toys.*

— 57 —

EXERCISE IN DESCRIPTION

There are little children who have never seen a toy shop, nor a picture, nor even the light of day. They are blind. Imagine that you are giving such a little blind child a description of the picture, "The Promised Land." Can you make the little one know what you see and like in the picture? *Tell about:* —

1. The name.
2. The time.
3. The place.
4. The toys and the people.
5. How the artist feels about children.
6. How you feel about the picture.

Written Exercise. — *Write a paragraph about the children; another about the toys.*

— 58 —

EXERCISES IN PARAGRAPH WRITING

Write two paragraphs about a toy you own : —

I. Is it your favorite toy ? Was it a Christmas gift? How does it look ?

II. What can it do? What care do you take of it? What are you going to do with it by and by ?

Commit to memory : —

It is more blessed to give than to receive.

— The Bible.

Expression by Hand. — Make a picture in ink or color of your favorite toy. If possible, make a real toy to give to a child younger than you are.

Reynolds

Infant Samuel

—59—

SUNSET

Read. Copy. Write from memory. Illustrate: —

Have you ever watched the sun set? Watch it with me. Look off to the west, where a great red ball hangs low in the sky. How large and bright it is! Even while we exclaim, a part of it disappears. Already it is half gone. There! the last bit of its red rim has dropped out of sight, leaving a trail of glowing clouds behind. Where has the sun gone?

Word Study

It goes —— *It went* —— *It has gone* ——

Use the above words in sentences.

—60—

A CHILD'S PRAYER

Memorize: —

God make my life a little light,
Within the world to glow —
A tiny flame that burneth bright,
Wherever I may go.

God make my life a little flower,
That bringeth joy to all,
Content to bloom in native bower,
Although its place be small.

God make my life a little song,
That comforteth the sad,
That helpeth others to be strong,
And makes the singer glad.

—M. Betham-Edwards.

— 61 —

TITLES OF PERSONS

Read this note: —

DEAR MISS CLINTON, —

We had a visitor yesterday whom the children love dearly. It was their grandfather, Captain Rockwell. On this account my daughter, Polly Rockwell, did not complete her home work. Will you kindly excuse her for not having it? She has promised me to finish it before she leaves school to-day.

Yours very truly,
JANE ROCKWELL.

Polly's teacher is *Miss* Clinton.

Her mother is *Mrs.* Rockwell.

Her father is *Mr.* Rockwell.

Polly is sometimes called *Miss* Polly Rockwell, and her little brother is called *Master* John Rockwell.

Her grandfather is *Captain* Rockwell.

Words used like those in italics are called **titles.**

With what kind of letter does each title begin?

With what kind of word is each title used?

A title used with the name of a person should begin with a capital letter.

Written Exercises. — I. *Copy the note carefully.*

II. *Write from dictation:* —

1. Do you know Uncle Sam?
2. Please call Brother Jonathan.
3. Who has seen Aunt Anna?
4. Here comes Cousin May!

—62—

ABBREVIATIONS

Mr. is a shortened form used for the word *Mister*.
Mrs. is a shortened form for *Mistress* (*Missis*).

Shortened forms of words are called **abbreviations**.
What mark is used after the above abbreviations?

Every abbreviation should be followed by a period.

Written Exercises. — *Copy the following sentences.* Fill in the proper titles and names of the persons mentioned. Use abbreviations and initials properly.

1. ——— ——— ——— is my father.
2. ——— ——— ——— is my mother.
3. ——— ——— ——— is the principal of this school.
4. ——— ——— ——— is my name and title.
5. When I sign my own name, I do not use the title

———

Word Study

To ab-bre-vi-ate means *to shorten*.

—63—

COMMON ABBREVIATIONS

Written Exercises. — I. *Copy the abbreviations given in this lesson. After each abbreviation write what it stands for; thus,—*

St.	Street, Saint	Dr.	Doctor
A.M.	Forenoon	Supt.	Superintendent
P.M.	Afternoon	Ave. or Av.	Avenue

II. *Copy abbreviations used in number work.*

— 64 —

NAMES OF DAYS AND MONTHS

Polly's Exercise. — 1. A week has seven days. The names of the days of the week and their abbreviations are: —

	Sunday	Sun.	
Monday	Mon.	Thursday	Thurs.
Tuesday	Tues.	Friday	Fri.
Wednesday	Wed.	Saturday	Sat.

2. A year has twelve months. The names of the months and their abbreviations are: —

January	Jan.	August	Aug.
February	Feb.	September	Sept.
March	Mar.	October	Oct.
April	Apr.	November	Nov.
	December	Dec.	

May, June, and July have no abbreviations. Their names are too short, and I think that the months themselves are too short.

The names of the days of the week and of the months of the year should begin with capital letters.

Your Exercises. — Learn the rule that Polly had in her exercise. Make it over into two rules, one for the names of days, the other for the names of months.

I. *Copy the rules into your notebook.*

II. *Write four sentences, each containing the name of a month.* Do not use abbreviations.

III. *Write* 1 *and* 2 *from dictation.*

— 65 —

NAMES OF SEASONS

Read these lines. What two pictures do you see?

In winter I get up at night
And dress by yellow candle light.
In summer, quite the other way
I have to go to bed by day.

—R. L. STEVENSON.

At what hour did you go to bed last night?
What seasons are named in the lines?
With what kind of letter does each name begin?

Names of seasons usually begin with small letters.

Written Exercises. — I. *Fill in names of seasons.*

In —— boys play marbles and fly kites.
In —— come Christmas and New Year.
In —— boys like to go swimming.
In —— Jack Frost opens chestnut burs.

II. *Write sentences telling your favorite game or occupation in each season.* Illustrate, if you can.

— 66 —

NAMES OF HOLIDAYS

What holidays are named on this page?
With what kind of letter does each name begin?

Names of holidays, like Christmas and Arbor Day, should begin with capital letters.

Write the names of all the holidays you know. Which one do you like best? Why? Tell all about it.

— 67 —

MARJORIE'S ALMANAC

Study this poem with your teacher.

The poem is a moving picture of the year.
Try to see a part of the picture in each stanza.

Memorize the stanza you like best: —

Robins in the treetop,
  Blossoms in the grass,
Green things a-growing
  Everywhere you pass;
Sudden little breezes,
  Showers of silver dew,
Black bough and bent twig
  Budding out anew;
Pine tree and willow tree,
  Fringèd elm and larch, —
Don't you think that May-time's
  Pleasanter than March?

Apples in the orchard
  Mellowing one by one;
Strawberries upturning
  Soft cheeks to the sun;
Roses faint with sweetness,
  Lilies fair of face,
Drowsy scents and murmurs
  Haunting every place;
Lengths of golden sunshine,
  Moonlight bright as day, —
Don't you think that summer's
  Pleasanter than May?

Roger in the cornpatch
  Whistling negro songs;
Pussy by the hearthside
  Romping with the tongs;
Chestnuts in the ashes
  Bursting through the rind;
Red leaf and gold leaf
  Rustling down the wind;
Mother "doin' peaches"
  All the afternoon, —
Don't you think that autumn's
  Pleasanter than June?

Little fairy snowflakes
  Dancing in the flue;
Old Mr. Santa Claus,
  What is keeping you?
Twilight and firelight
  Shadows come and go;
Merry chime of sleigh bells
  Tinkling through the snow:
Mother knitting stockings
  (Pussy's got the ball), —
Don't you think that winter's
  Pleasanter than all?

— T. B. Aldrich.

With what season does Marjorie's almanac begin?

Has the poet named all the months in each season? You may name them.

What good points of each season does he tell? Can you think of others?

Which stanza fits the present season?

— 68 —

THE FOUR WINDS — A LITTLE PLAY

Persons

Freddy	Arty	North Wind	East Wind
Katy	Bessy	South Wind	West Wind

All the winds.

We winds have a language, just listen and learn,
Sometimes it is soothing, and sometimes 'tis stern.

Freddy.

Which is the Wind that brings the cold?

North Wind.

I, North Wind, Freddy, and all the snow;
And the sheep will scamper into the fold,
When I begin to blow. (*Blows loud and sternly.*)

Katy.

Which is the Wind that brings the heat?

South Wind.

I, South Wind, Katy; and corn will grow,
And peaches redden for you to eat,
When I begin to blow. (*Blows soothingly.*)

Arty.

Which is the Wind that brings the rain?

East Wind.

I, East Wind, Arty; and farmers know
That cows come shivering up the lane,
When I begin to blow. (*Blows and whistles.*)

Bessy.

Which is the Wind that brings the flowers?

West Wind.

I, West Wind, Bessy; and soft and low
The birdies sing in the summer hours
When I begin to blow. (*Blows softly and steadily.*)
— *Adapted from* E. C. STEDMAN.

All.

Whichever way the wind doth blow,
Some heart is glad to have it so;
Then blow it east or blow it west,
The wind that blows, that wind is best.

Exercises. — *Choose parts and read the play.* How are winds named? How do they affect the weather? the clouds? the weather vane?

— 69 —

HOW TO DO SOME THINGS

Explanation

I. Tell what you did in reciting Lesson 68.

II. Explain how to: —

1. Make a Jack o' Lantern.
2. Use a telephone.
3. Go to the post office.
4. Play a favorite game.
5. Raise tulips in a window garden.
6. Add the numbers 67, 144, 1865.
7. Write in figures two hundred five.

— 70 —

THE THREE KINGDOMS

A Famous Story to be Dramatized

Read this story silently and then aloud: —

King Frederick of Prussia once chanced to visit a village school. On the teacher's desk lay a fine rosy-cheeked apple. Taking it up, the King asked, "Children, to what kingdom does this apple belong?"

"An apple belongs to the vegetable kingdom, your Majesty," said one of the little girls.

"To what kingdom does this belong?" said the King, showing a bright, shining gold piece.

"A gold piece belongs to the mineral kingdom, your Majesty," promptly replied the same little girl.

"And now, little girl, to what kingdom do I belong?' said the King.

The little one did not reply; she feared it would not be proper to tell a king that he belonged to the animal kingdom, so she hung her head and was silent.

"Can you not answer my question, little one?" said the King, kindly. His gentle words and friendly smile gave the little girl courage. Looking shyly up at him, she said, "To the kingdom of Heaven, your Majesty."

"God grant that I may be fit for that kingdom," said the King, with tears in his eyes.

What persons have a part in the story?
What time and place are named in it?
What objects are used in it?
What questions are asked in it?
What answers are given in it?

Talk with your teacher about the King's kingdom and the "Three Kingdoms." What kind of man do you think the King was?

Play that you are one of the persons in the story Let other pupils also choose a part.

Read or repeat in order the exact words spoken by the person whose part you take. Do what you think the person in the story did.

—71—

A REVIEW

1. A skyrocket shoots into the air. Give an exclamation you might use on seeing it.

2. What mark is placed after exclamations?

3. What three titles of respect are used most commonly?

4. Which of these belongs to your mother?

5. Use the titles *doctor* and *superintendent* with names of persons whom you know or know about.

6. What are shortened forms of words called?

7. What mark should follow all such forms?

8. Which names of months are not abbreviated?

9. What are the abbreviations of these words: *street, avenue; the name of your state, of your country?*

10. Write the names of the seasons.

11. Write the names of the months in each season.

Fill in the proper word: —

Hour, our: —— clock stopped half an —— ago.
Of, off: —— jumped the conductor —— the car.
Meet, meat: Did you —— the man who brings the ——?
Rode, road: What a —— we —— through!

— 72 —

QUOTATION MARKS

Observation and Study

From the story on page 58, read exactly what the King of Prussia said about the apple; the gold piece; about himself.

Read what the little girl answered in each case.

When you repeat the exact words spoken by another person, you **quote** the words. The quoted words are called a **quotation.**

Quotation marks (" ") show which words are quoted.

Find quotation marks in the story.

Written Exercises. — I. *Copy these sentences.*

Place quotation marks where they are needed: —

Grandmother, what great arms you have! said Little Red-Riding-Hood.

The better to hug you, my dear, said the wolf.

II. *Copy this rhyme:* —

Good little boys should never say,
"I will," and "Give me these."
Oh, no! that never is the way,
But, "Mother, if you please."

— TURNER.

Word Study

Know and *no* are troublesome words.

Learn to use them correctly. Fill in the proper word.

Do you —— where Henry is? ——, I do not.

— 73 —

THE PERSON SPOKEN TO

A Use of the Comma

Study the following sentences: —

Children, to what kingdom does this apple belong?

An apple belongs to the vegetable kingdom, your Majesty.

Now, little girl, to what kingdom do I belong?

Who is spoken to in the first sentence? in the second sentence? in the third sentence?

How is the name of the person spoken to separated from the rest of the sentence in each case?

The name of a person spoken to is separated from the rest of the sentence by a comma, or commas.

Exercises. — I. *Copy and write from dictation the sentences given above.*

II. In the following sentences which word names the person or thing spoken to? *Copy the exercises. Place commas where they are needed:* —

1. Sleep my little one sleep.
2. Little boy blue come blow your horn.
3. Listen my children and you shall hear the story.
4. Polly put the kettle on.
5. Woodman spare that tree!
6. O Mary go and call the cattle home.
7. Give me of your bark O Birch Tree!
8. Dear little violet don't be afraid!

GIRL WITH CAT

Paul Hoecker

— 74 —

GIRL WITH CAT

A Picture Lesson

I. Do you like this little girl?

In what country do you think she lives?

Give her a name often heard in her country.

Do you think her strong and healthy?

How old? How tall? Make good sentences, telling what you think. Combine them to form a paragraph.

II. Has she a pretty face?

What do you think the color of her hair is? How is it arranged? What is the color of her eyes?

Do you wish to speak of other features?

Does she look ready to speak? What will she say?

Write a paragraph as above.

III. How do you like her costume?

Ask one another about the headdress; the waist or bodice; the skirt; the shoes.

Write a paragraph about the girl's costume.

IV. Does the girl like animals? How do you know?

Do you think the girl and the cat knew that you were to see their picture? At home, tell some one all about this picture.

Word Study

Waist and *waste* sound alike, but they do not have the same meaning. Fill the blanks with the proper word:—

See my new ——.

"—— not, want not" is a wise saying.

— 75 —

A USE OF THE APOSTROPHE

Repeat these sentences in a quick, bright way: —

Don't you think that May-time's
Pleasanter than March?
I'm sure I do.

Don't you means *Do you not.*
May-time's means *May-time is.*
I'm means *I am.*

From what two words is *don't* made?
What letter is left out?
What mark takes the place of the omitted letter?
An **apostrophe** (') is used to show that one or more letters are omitted from a word.
What letter is omitted from *May-time's? I'm?*

Written Exercise. — I. *Copy the following words.* Place an apostrophe where one is needed.

You are	= you re	They are	= they re
You have	= you ve	I have	= I ve
Have not	= haven t	Are not	= are nt
He is	= he s	It is	= T is

II. *Copy and write from dictation: —*

If you're told to do a thing
And mean to do it really,
Never let it be by halves,
Do it fully, freely.

— PHŒBE CARY.

—76—

A PLAY FOR A STORMY DAY

Paragraph Study

Read and copy this paragraph. What does it tell about? How many sentences are there in the paragraph? What does each sentence tell or ask?

Do you know what a tent is? I always liked tents and thought that I should enjoy living in one; and when I was a little girl, on many a stormy day when we couldn't go to school, I played with my sisters at living in tents. We would take a small clotheshorse and tip it down upon its sides, half open; then, covering it with shawls, we crept in, and were happy enough for the rest of the afternoon. I tell you this, that you may also play tents some day, if you haven't already.

—JANE ANDREWS.

Tell how the tent was made.

Have you ever made a tent? If so, tell about it.

Tell how you amused yourself on a rainy day; on a Saturday in midwinter.

— 77 —

THE LION AND THE MOUSE

Once when a lion was asleep a little mouse began running up and down upon him; this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "O King," cried the mouse; "forgive me this time, I shall never forget it; who knows but what I may be able to do you a good turn some day." The lion was so amused at the idea that a mouse could help a lion, that he lifted his paw and let him go.

Some time after the lion was caught in a trap. Now the hunters were very anxious to carry him alive to their king, so they tied him to a tree while they went in search of a wagon. Just then the little mouse happened to pass by, and seeing the sad plight in which the lion was, soon gnawed away the ropes that bound the King of Beasts. "Was I not right?" said the little mouse.

Exercise. — How did the lion help the mouse?
How did the mouse help the lion?
Tell the story so as to bring out these two points.

— 78 —

WAS AND *WERE*

Study these sentences: —

1. The lion was asleep.
2. Was the mouse afraid?
3. The hunters were in the forest.
4. The lion and the mouse were friends.
5. Were you asleep, Mr. Lion?

Which sentences speak of one thing?
Which sentences speak of more than one?

In which sentences is the word *was* used? Why?
In which sentences is the word *were* used? Why?
Use **was** in speaking of **one**.
Use **were** in speaking of **more than one**.
With the word **you** always use **were**, not **was**.

Exercises. — I. *Fill the blanks with* **was** *or* **were**.

6. An oak tree —— once an acorn.
7. These beautiful butterflies —— caterpillars.
8. What —— these raisins?
9. This coat —— once a sheep's covering.
10. What —— you once, Mrs. Frog?

II. *Change sentences* 1, 2, 6, *and* 9 *so that each shall speak of more than one.*

—— 79 ——

HAS AND HAVE

Study these sentences: —

1. The girl has wooden shoes.
2. The girls have wooden shoes.
3. Hans and his brother have skates.
4. Have you seen my skates?
5. No, I have not seen them.

Which of the above sentences speak of one person?
Which of the sentences speak of more than one?
In which sentences is *has* used? Why?
In which sentences is *have* used? Why?
Use **has** in speaking of **one**.
Use **have** in speaking of **more than one**.
With **you** or **I** always use **have**, not **has**.

— 80 —

DOESN'T AND *DON'T*

Write from dictation: —

1. This little girl doesn't live in America.
2. American children don't wear wooden shoes.
3. Don't you think wooden shoes clumsy, May?
4. I don't know, I don't wear them.

Which of the above sentences speak of one person?

Which of the sentences speak of more than one?

In which sentence is *doesn't* used?

In which sentences is *don't* used?

Which word, *doesn't* or *don't*, is used with *I?* with *you?* with *he?* with John?

Make a statement telling when to use *doesn't.*

Make a statement telling when to use *don't.*

— 81 —

TROUBLESOME WORDS IN SPELLING

As you know words sometimes have the same sound, but differ in spelling and meaning. *Write sentences using correctly:* —

1. One, won
2. Two, to
3. Of, off
4. Four, for
5. Write, right
6. Here, hear
7. Meat, meet
8. Eight, ate
9. Tale, tail
10. Flower, flour
11. Our, hour
12. Waste, waist
13. No, know
14. New, knew
15. Pair, pare, pear
16. See, sea
17. Pray, prey
18. Dear, deer

— 82 —

BIG AND LITTLE PEOPLE OF OTHER LANDS

Reading, Telling, Doing

This book has brought to your notice big and little people of many lands.

Read, talk, or write about one of the little people.

Here is a plan to help you: —

I. Where does the little foreigner live?
In which direction from your home?

II. Is the country a hot or a cold one? A rich or desert land? A flat or hilly region?

III. What does the little foreigner look like?
Size, skin, hair, other features.

IV. What does it wear? Why?
Materials: how obtained; made; trimmed.

V. What kind of dwelling? Why?
How made and furnished?

VI. What kind of food is used? Why?
How is it obtained, prepared, eaten?
How is it like or unlike yours?

VII. How does the little stranger travel?
What kind of games does it play?
How and what is it taught?

Expression by Hand. — You will become well acquainted with your little foreigner if you will make drawings, cuttings, clay and other models of interesting objects in his life, or dress dolls, and place all together on a table in as natural a way as possible.

— 83 —

A BIRD TRAVELER

Observation and Report

Robin Redbreast is a famous traveler. He usually spends the spring and summer in the North; the autumn and winter elsewhere.

Do you know him when you see him? when you hear him? Do you know Mrs. Robin? Make friends with them; if you can, study their ways, as follows: —

I. *A Happy Pair.*

When does Mr. Robin arrive? where from?

Does Mrs. Robin come with him?

Which wears the handsomer dress, Mr. or Mrs. Robin?

In getting about on the ground, do robins run or hop?

Sometimes Mr. Robin listens for something in the ground. What is it? What do robins eat?

When do robins sing? Who is the singer of the family?

Have you ever heard a robin scold?

What do robins do for us?

II. *Snug quarters.*

What kind of place do robins choose for building the nest? Why?

Of what is the nest made?

Who builds the nest? How is it built?

How many eggs are laid in it?

What is the color of a robin's egg?

Do Mr. and Mrs. Robin take turns in sitting on the eggs? Which one sits at night?

How long does it take before the little ones are hatched?

III. *Nestlings.*

How many are there?
How do they look?
How are they fed?
How do they learn to fly?

IV. *Moving Day for the Robin Family.*

Written Exercises. — I. *Choose one of the headings* I, II, III, IV. *Write statements in answer to the questions asked. Put the statements together to form a paragraph.*

II. *Tell of what use birds are; how they may be attracted to a neighborhood; how they should be protected.*

NOTE. — If the robin is not one of your bird friends, choose another. Perhaps you will choose that cheerful creature, the mocking bird. Talk about it, as directed above, so far as you can.

— 84 —

FOR ARBOR DAY

Dear little tree that we plant to-day,
What will you be when we're old and gray?
"The savings bank of the squirrel and mouse,
For robin and wren an apartment house,
The dressing-room of the butterfly's ball,
The locust's and katydid's concert hall,
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon,
And my leaves shall whisper them merrily
A tale of the children who planted me."

— 85 —

EXERCISES BASED ON NATURE STUDY

I. Seeds and Seedlings

Examine one of the seeds named below: —

bean	squash	wheat
pea	corn	sunflower

What parts has it? Do you find a little plant in it? Where is food for this little plant stored? Notice what happens if you cultivate one of the seeds in sawdust, one in sand, and one in good loam.

Tell in your best language what you observe.

II. In Garden and Field

Write the names of five flowers you know. Tell: —

color odor parts of the flower uses of each

III. Violets

Did you ever gather these lovely flowers? Where did you find them? *Tell about the places where they grow, and how they look.*

IV. The Hen

This useful creature is worth studying. Notice how Mother Nature has fitted her for her work. *Observe and tell about:* —

Shape of body, feathers, bill, feet, food, ways of eating, drinking, sleeping, etc.

Language of cock, hen, chick. Life of chick.

— 86 —

A HAPPY DAY

Composition

Were you ever Mother Nature's guest for an afternoon or a whole day? Where did she receive you?

What did she give you? flowers? fruit? shells? insects?

Tell or write all about: —

I. *Getting ready.*

The occasion. Who invited you to go? Where were you to go?

What did you have to do to get ready?

II. *Going.*

Who went with you?

When did you start?

How did you go?

What interested you on the way?

III. *Enjoying.*

What did you see?

What did you do?

What gave the greatest pleasure?

Did any funny thing happen? What was it?

IV. *Returning.*

When? How? Your feeling when it was all over.

— 87 —

A SONG TO BE LEARNED BY HEART

Learn this beautiful song: —

The year's at the spring,
And day's at the morn;
Morning's at seven;
The hillside's dew pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven —
All's right with the world!

— (From "Pippa Passes") ROBERT BROWNING.

Conversation. — Who wrote the song? Do you think that the poet was happy when he wrote it? Was Pippa, the little Italian girl, happy when she sang it?

What season of the year does the song describe? What time of the day? Hour of the morning? What gives beauty to the *hillside?*

How does the *lark* add to the joy of a spring morning?

How does even the *snail* share in it?

Who reigns over all? How does He keep the world?

What signs of spring have you noticed?

Which ones gave you the most pleasure?

Say the song over and over until it has sung itself into your very heart. Copy it into your notebook.

— 88 —

A PAGE OF MEMORY GEMS

I. All that you do
Do with your might;
Things done by halves
Are never done right.

II. All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

III. Hearts, like doors, will ope with ease
To very, very little keys;
And don't forget that two are these:
"I thank you, sir," and "If you please."

IV. Small service is true service while it lasts;
Of humblest friends, bright creature! scorn not one:
The daisy, by the shadow that it casts,
Protects the lingering dewdrop from the sun.

V. Politeness is to do and say
The kindest thing in the kindest way.

VI. He who is honest is noble,
Whatever his fortunes or birth.

VII. If you've tried and have not won,
Never stop for crying;
All that's great and good is done,
Just by patient trying.

— 89 —

TO BE REMEMBERED

I. Sentences are used to

1. Make statements; as, A stitch in time saves nine.
2. Ask questions; as, Who has seen the wind?
3. Give commands; as, Make haste slowly.
4. Express strong feeling; as, How the frost bites!

II. Capital letters are used to begin

1. The first word of every sentence; as, Every cloud has a silver lining.
2. The first word of a line of poetry; as,

> God watches o'er us all the day,
> At home, at school, and at our play;
> And when the sun has left the skies,
> He watches with a million eyes.

3. Names of particular persons and places; as, George Washington was born in Virginia.
4. Names of days of the week, of months, and of holidays; as, The last Thursday in November is Thanksgiving Day.
5. Titles used with names; as, General Washington.
6. All initials when used alone should be capital letters and should be followed by a period; as, T. B. Aldrich.
7. The word *I* should be a capital letter; as,

> And this, if you have but little,
> Is what I would say to you:
> Make all you can of that little —
> Do all the good you can do.

III. Abbreviations are shortened forms of words. They should be followed by a period; as, Dr. Quiet cures many ills in the schoolroom.

IV. An apostrophe is used to show that one or more letters are omitted from a word; as, Where there's a will, there's a way.

V. The name of the person spoken to is separated from the rest of a sentence by means of a comma or commas; as, Sleep, baby, sleep.

VI. Quotation marks show that the exact words of another speaker or writer are used; as,

> I know a child, and who she is
> I'll tell you by and by;
> When mother says "Do this" or "that"
> She says "What for?" and "Why?"
> She'd be a better child by far
> If she would say "I'll try."

VII. A paragraph is a group of sentences relating to one topic. A stanza is a group of lines of poetry.

VIII. With singular words use *is, has, was, doesn't.* With plural words; also with *you,* singular or plural; use *are, were, have, don't.*

PART II

LETTER WRITING

— 90 —

WHY WE WRITE LETTERS

Conversation

What is Marian Brown doing?

Tell all the reasons you know why people, big and little, write letters.

Ask and tell about sending and receiving letters.

In what other ways do people at a distance tell their thoughts to one another?

— 91 —

A LETTER

Observation

Read and talk about the following letter: —

SUMNER, MAINE,
June 30, 1906.

DEAR MOTHER, —

Here I am at grandfather's, safe and sound, but tired after the long ride in the cars. Uncle Tom came to meet me at the station. I knew him at once from the picture we have at home. Grandfather has told me that I must write to you to-night. He says you will be anxious until you know that I have arrived here safely.

Mother, I am to sleep to-night in the room you had when you were a little girl! I can't think of you as a little girl like me. Grandmother says she has a box of playthings in the room, and when I take them out to-morrow, I can make believe that you are there playing with them, too. Won't that be fun?

I am afraid I am getting sleepy. My pen scratches and digs holes in the paper. Grandfather says it is time for little folks to be in bed. So take my good-night kisses, dear Mother, dozens of them, for you and Father and Bessie.

Your loving daughter,
MARIAN BROWN.

Do you think Marian's mother was glad to get this letter? Where did Marian's grandfather live? When did the little girl reach her grandfather's house? When did she write this letter?

— 92 —

THE PARTS OF A LETTER

Study the letter given in the last lesson.

Marian began by writing the **heading**: —

Sumner, Maine,
June 30, 1906.

She did this that her mother might know where her letter was written, and when it was written.

Then she wrote the **salutation**: —

Dear Mother, —

She did this to let her mother know that the letter was written to her, and not to Father or Bessie.

Marian was now ready to write the main part, or **body**, of her letter. She began in this way: —

Here I am at grandfather's, and wrote her message to her mother.

Having done this she concluded her letter by writing this **polite ending**: —

Your loving daughter,

and adding this **signature** to show who wrote the letter: —

Marian Brown.

Read this lesson again. Point out and name each of the parts of a letter.

Word Study

To conclude means *to close, to end.*

— 93 —

THE HEADING OF A LETTER

The **heading** of a letter tells **where** and **when** the letter is written. Study the following examples: —

1. 120 Beacon Street,
Boston, Mass.,
May 30, 1909.

2. Thomasville, Ga.,
Dec. 25, 1908.

3. Pasadena, Calif., Feb. 22, 1907.

Find the name of the place where each letter is written.

Find the date when it is written.

What mark separates these two items in each case? What mark follows each heading?

How many lines are there in each heading?

Written Exercises. — I. *Copy the above headings.*

II. *Write on the blackboard the headings you think best to use in writing letters as follows:* —

1. At home to-day, at school next Wednesday, at your grandfather's house Thanksgiving Day of this year.

2. Louisiana, New Orleans, on the Fourth of July, year after next at 12 Lafayette Square.

3. At the Capitol, in the capital of your state, on the eighth day of June, in any year you choose to name.

Word Study

A *capital* is a *city*. A *capitol* is a *building*.

— 94 —

THE SALUTATION OF A LETTER

366 Virginia Ave., Atlantic City, N. J.,
August 19, 1906.

Dear Jack, —

You should have heard me shout when the postman handed me your letter! I was so glad to hear from you. I knew you would tell me all about the boys at home.

Just think, I have been at Atlantic City a whole month! I have learned to swim and to row. Father bought me a boat and I go out in it every pleasant day.

I wish you were here with us. Don't you think your mother will let you come? Do ask her right away, and tell me what she says.

Your chum,
Willie Winkie.

Where was this letter written? When was it written? To whom was it written?

The **salutation** in a letter names in a polite way **the person to whom** a letter is written.

Exercises. — I. *Copy these salutations.* How are capital letters and punctuation marks used in each?

Dear Jack, —	My dear Mother, —
Dear Uncle John, —	My dear Friend, —
Dearest Sister, —	Dear Father, —
My dear Miss Brown, —	Dear Mrs. Hale, —

II. *Write salutations as follows in a note:* —

To your teacher; to the principal of your school; to your sister or brother; to the mother of one of your playmates; to a doctor you know; to a dear friend.

— 95 —

THE BODY OF A LETTER

The **body** of a letter is the **main part** of the letter. It is in a sense the letter itself.

In the body, the writer tells his thoughts, his feelings, and his wishes, talking with his pen instead of his tongue.

The first word in the body of a letter begins with a capital, and is written on the line below the salutation; thus:—

Dear Mother,— (*salutation*)
Here I am at grandfather's. (*body*)

Written Exercises. — I. *Copy the salutation and the first paragraph of the body of the letter on page* 82.

II. *On the blackboard arrange a salutation, with one of the following sentences:* —

1. Don't you want a letter from me to-day? I ——
2. I have been promoted at last. It seems ——
3. Your last letter made us all laugh. I thank you for ——
4. Father says I may invite you to join our nutting party. I shall be so ——
5. My cousin, Lydia Landon, is coming to spend a week with me. We hope ——
6. Will you kindly send me the name of the book you ——

III. *Pick out one of the preceding sentences. Add to it so as to form the body of a short letter.*

— 96 —

FOR OLDER CHILDREN

KENNEBUNK BEACH, ME.,
August 11, 1904.

DEAR NED, —

I have fastened some seaweed to this paper. Shall I tell you about the pool in which I found it? Shut your eyes, dear, and try to picture it in your busy little mind.

Deep down among the rocks, when the tide is low, there lies a quiet little pool. Beautifully colored mosses, like delicate embroidery, make a soft covering for its rocky sides. A baby starfish, half hidden by floating moss, is clinging with its five little arms tightly to the rocky wall. Perhaps it is trying to hide from its neighbor, the crab, who is traveling about the pool in the funniest fashion. How glad the mother crab must be that she doesn't have to buy shoes and stockings for her children! How many it would take, wouldn't it? The bottom of the pool is covered with lovely shining shells. I wonder if the wee folk who dwell in them come out on moonlight nights, and sit on the lonely shore, rocking, rocking, rocking, to the music of the waves.

What do you think about it? Write, dear, and tell

Yours lovingly,

AUNT ALICE.

Can you picture the pool? What does *quaint* mean? *wee folk?* William Allingham says of them: —

Down along the rocky shore
Some make their home,
They live on crispy pancakes
Of yellow tide-foam.

— 97 —

HOW TO BRING LETTERS TO A CLOSE

When the writer of a letter has said all he wishes to say in the body of his letter, he does not throw his pen aside at once, but adds a few polite words to serve as a **pleasing ending** and **signs his name,** before he puts the letter into its envelope to be mailed.

It would be just as rude to send off a letter without adding these expressions, as it is to walk away from a person with whom you have been talking without taking leave — saying good-by — in some way.

Read the letter on page 84. Aunt Alice concludes it by writing this **polite ending** and **signature,** —

Yours lovingly,
Aunt Alice.

The first word of the polite ending begins with a capital letter.

A comma follows the ending.

Exercises. — I. *Study the conclusion of the letters on pages* 79 *and* 82. Where is the ending placed? What mark follows each ending?

Where is the signature written? What mark follows the signature?

What capital letters do you find in each conclusion? Why is each capital letter needed?

II. *Copy the following forms. Write them from dictation:* —

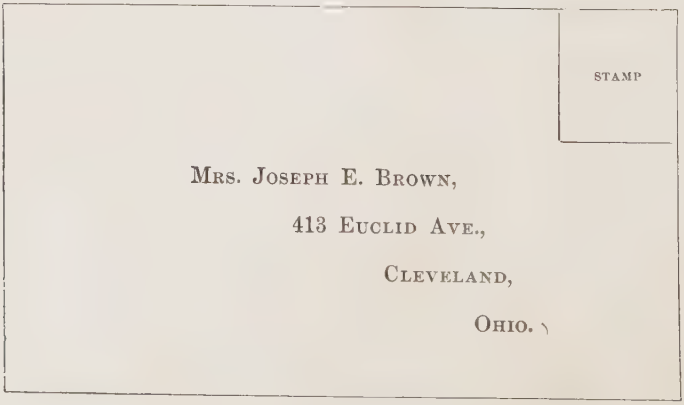
	Salutation	Conclusion
1.	Dearest Sarah, —	Your sincere friend, Marie Louise Lester.
2.	Dear Father, —	Your loving son, James Mason.
3.	My dear Father, — My darling Mother, —	Your loving little girl, Bessie.
4.	My dear Teacher, —	Sincerely yours,
5.	Dear Aunt Anna, —	Affectionately yours,

When is it proper to use the forms given above? Which ones can be used in the same letter?

— 98 —

THE ENVELOPE

When *Marian Brown* had finished the letter on page 79, she folded it neatly and placed it in an envelope with the following address: —



What does each line of the address contain? How are capital letters and punctuation marks used in each?

Where should the postage stamp be placed? What kind of stamp is used for a sealed letter to be sent from Chicago to Texas? to Great Britain? to Italy?

Punctuation marks are sometimes omitted at the end of lines in an address, but periods must always be used with abbreviations.

Written Exercises.—I. *Copy the following forms:*—

Mr. Job Hale,
Hartford,
Ohio Co.,
Ky.

Mr. Richard Root,
Rose Hill,
P. O. Box 79. Ont.

How do they differ from the form which *Marian Brown* used in her letter? When is it better to use each one? Which is the better way to arrange the lines on oblong envelopes? on square envelopes?

II. *Make drawings to represent envelopes, and address them, as follows:*—

1. To yourself at home; to your teacher at school.

2. To the Reverend Samuel Smiles at Lindell Avenue, house number 999, in St. Louis, Missouri.

3. To Doctor Maud J. Fryer, at Spring Lake in New Jersey. Her mail is put into Post Office Box 312.

4. To Edward Everett Harris, Junior, who lives at Adams in Decatur County in Indiana.

5. To Miss Alice Rose, whose home is near East Titusville, Pennsylvania, Rural Free Delivery, No. 1.

— 99 —

SOME LETTERS RELATING TO HOME LIFE

I. Read and talk about the following charming letter which Mrs. Alcott wrote to her daughter, Louisa May Alcott, some of whose stories you must be sure to read, if you have not already done so: —

COTTAGE IN CONCORD.

DEAR DAUGHTER,—

Your tenth birthday has arrived. May it be a happy one, and on each returning birthday may you feel new strength and resolution to be gentle with sisters, obedient to parents, loving to every one, and happy in yourself.

I give you the pencil case I promised, for I have observed that you are fond of writing, and I wish to encourage the habit.

Go on trying, dear, and each day it will be easier to be and to do good. You must help yourself, for the cause of your little troubles is in yourself; and patience and courage will make you what mother prays to see you — her good and happy girl.

MOTHER.

Would it please you to find such a note tucked under your plate at breakfast on your birthday? What do you like particularly about it?

Miss Alcott was born in Germantown, Pennsylvania, November 29, 1832. What was the date of the birthday greeting given above? Copy the letter, placing the date properly.

II. Children often make people happy by writing notes, as directed in the following exercises: —

1. Write a note expressing your Christmas greetings to your grandparents. The note is to go with a present.

---

2. Write a note that you would be willing to put under your mother's plate on her birthday. Tell her how much you love her, and how you will try to be what she wishes you to become.

3. Write a note to be sent with some flowers to your Aunt Emily who has been very ill, but is getting better.

4. Write a birthday greeting to one of your grandparents. Be sure to wish that he or she may live long in good health.

5. Write a note to go with a book sent to your cousin.

6. Write a note to your uncle telling when the summer vacation begins. Say that you hope to spend a part of it with him as usual. State when he may expect you and how long your mother will allow you to remain.

7. Invite your cousins to spend a Saturday with you. Tell which Saturday, and what you are planning to do.

8. You are invited to a children's party. Write that it will give you pleasure to go. Express your thanks for the invitation.

For Spelling

answer	received	truly	dear
uncle	daughter	niece	please
expect	nephew	arrive	mail
pleasure	cousin	loving	aunt

— 100 —

SOME LETTERS RELATING TO SCHOOL LIFE

I. *Write to your teacher.* Study the following topics to find one you really care to write about; if there is none, choose a topic of your own. Take up one topic only in each note or letter written: —

1. Thank the teacher for a kindness shown you.

2. Ask your teacher whether she is satisfied with your work and conduct in school.

3. Ask her to explain some point in your lesson that you do not clearly understand. Be sure to tell what the point is.

4. *Game between the fourth and fifth grade boys* — what game — when played — who won — what sort of game. Express the wish that some absent playmate had taken part.

5. Tell which study you like best, and why.

6. Tell which study you like least, and why.

7. Tell what you can do to help in making a school entertainment interesting and successful.

II. With your teacher's help, *prepare a class letter* to be sent to some person whose books, poems, pictures, or generosity have added to the pleasure of your life in school. Send the letter, if possible.

A REVIEW

What is told in each of the following parts of a letter?

Heading, salutation, body, conclusion.

— 101 —

BABY SEED SONG

Reading and Discussion

Before writing some of the letters asked for in the lesson which follows, read and talk about this poem; it will help you to think and to write in an interesting way.

Little brown brother, oh! little brown brother,
Are you awake in the dark?
Here we lie cozily, close to each other:
Hark to the song of the lark —
"Waken!" the lark says, "waken and dress you;
Put on your green coats and gay,
Blue sky will shine on you, sunshine caress you —
Waken! 'tis morning — 'tis May!"

Little brown brother, oh! little brown brother,
What kind of flower will you be?
I'll be a poppy — all white like my mother;
Do be a poppy like me.
What! you're a sunflower? How I shall miss you
When you're grown golden and high!
But I shall send all the bees up to kiss you,
Little brown brother, good-by!

— E. Nesbit.

Who is speaking in this poem? To whom? Where is "in the dark"? How do seeds waken? dress? Find the following and tell why they are used: ! ? " ". Why are commas used in line 1? Commit the poem to memory.

— 102 —

LETTERS RELATING TO OUTDOOR LIFE

Exercises for Older Pupils

Written Exercises. — I. Have you ever planted seeds in a school garden? *Tell about them in a letter to your mother.* Tell what you did and how you watched and waited for the seeds to waken.

II. *Write to a friend about an autumn walk.* Tell how "all things lie down to sleep."

III. Read the letter on page 82. *Write an answer to it,* telling when the letter was received, whether Jack asked for permission to go to Atlantic City, and what his mother said.

IV. You are in the country for the long vacation. *Write to a friend in the city about:* —

The fields, trees, brooks, sky, their sights and their sounds; the roomy houses and barns; the roads, no lights at night; the stillness of it all!

V. You are at the sea or lake shore. *Write to your brother at home about:* —

The shore, the sand, the shells, the living creatures; the water, its appearance and sound, what you do in it.

VI. *Prepare an answer to Aunt Alice's letter,* page 84. Did you enjoy her description? If so, thank her for it. Of course, you will thank her for the letter and answer her questions. Perhaps you know a pretty spot that you can describe in your answer.

Israels

CHILDREN WADING IN THE SURF

FLÜELEN

This is the lake and these are the mountains William Tell knew and loved.

VII. *Imagine yourself in the place shown above and write a letter to some one at home, using the following plan:* —

I. Greetings.

II. Beautiful village — nestling where? — the lake, color — the mountains, slopes, and tops — the air.

III. The liberty-loving Swiss — William Tell's story.

IV. Home thoughts, and close.

— 103 —

SOME PROFITABLE EXERCISES

A Home Exercise. — In a geography, or elsewhere, find the most attractive picture you can, showing a scene in our own fair South, or among the splendid mountains of the West. Imagine yourself there. *Write a letter describing the scene, as follows:* —

I. Incidents of the journey and arrival.
II. The scene itself — landscapes, houses, people.
III. What interests you most because of its strangeness or beauty, or for some other reason.
IV. Closing thoughts and requests.

A Class Exercise. — *Read your letter in class.* Is the form correct in every particular, — *heading, salutation, body, conclusion?* Is the thought expressed in an interesting way? How can the letter be improved? Write another letter on the same topic to show that you have profited by the criticisms made.

An Exercise in Observation. — Observe the words *South* and *West.* They are used as names of places just as much as the words *Florida* or *Colorado* would be. When so used, they should begin with capital letters. *Copy:* —

The North leads in manufacturing and commerce.
The East was settled before the West.
Farms in the South are called plantations.
A gentle south wind was blowing.

— 104 —

A CLASS EXERCISE IN PLANNING A LETTER

I. You are to write about a winter in the North, to some one who does not know what a Northern winter is like. Perhaps you will send your letter to a boy or a girl in Manila, Cuba, or Italy.

Before beginning, you should listen to at least one fine word picture of winter to help you feel the spirit of the season.

Talking in their Sleep. — Edith M. Thomas.
When Icicles hang by the Wall. — William Shakespeare.
Winter. — Lord Tennyson, "The Song of the Wrens."
The Frost Spirit. — John Greenleaf Whittier.

Plan the letter in class.

Write your letter without help. Mail it if possible.

II. If you receive a reply, notice these points: —

Is it interesting? Are all parts of the letter correctly written? Is the letter properly folded?

— 105 —

LETTERS RELATING TO GEOGRAPHY AND HISTORY

I. You are in Vermont in the early spring. *Write about maple-sugar making. Before beginning your letter, prepare a plan of what you mean to write.*

II. Imagine yourself with Columbus on his first voyage to America. Write a letter telling: —

The object of the voyage — the start from Palos — three ships.

The long voyage — the complaints of the sailors — land birds seen — a light in the distance.

The landing — the rich dresses and banners — the prayer of thanksgiving — "I claim the land in the name of the King and Queen of Spain."

The natives on shore — appearance — surprise.

— 106 —

BUSINESS LETTERS

The letters you have thus far studied have all been of a friendly or social kind. Children are not often asked to write others, yet it is well that you should learn something about **business** letters also.

In business letters, it is of the greatest importance to express your thoughts as **clearly**, as **accurately**, and in as **few words** as possible. Everything necessary to sending the letter safely and making it plain who the writer is, must be most carefully attended to. Notice how the following letter differs from that on page 79 : —

33 Auburn Ave.,
Buffalo, N.Y.,
July 20, 1910.

The Macmillan Company,
64–66 Fifth Ave., New York.

Gentlemen : —

Please send me your latest catalogue of children's books. Stamps are inclosed. Thanking you in advance for prompt attention to my request, I am,

Yours very truly,
(Miss) Sara Smith.

The **address** of the person or persons to whom the letter is sent is placed before the salutation. This is done to make sure that the letter goes to the right person.

Study the salutation. Other salutations that may

be used in business letters are: *Dear Sirs:* — *Dear Sir:* — *My dear Sirs:* — *My dear Sir:* .

Study the body of the letter; though brief, it is polite.

Study the ending. Other endings that may be used are: *Very truly yours, Yours truly, Yours respectfully, Respectfully yours,* and *Very respectfully yours.*

As the writer is a woman, she has not only signed the letter with her name, but has also given her correct title to show how she is to be addressed in the reply.

Oral Exercise. — How does your mother sign her friendly letters? What does she add to her signature in a business letter?

Written Exercises. — I. *Copy the letter given in this lesson. Write it from dictation.*

II. *Write as follows:* —

1. *A letter to a business firm* in some city, asking the price of a bicycle, a camera, or any other article, which you would like to own.

2. *A letter to a newspaper,* applying for a carrier's route. Tell your age, whether you are strong enough for the work, whether it will interfere with your school work.

3. *A letter to the editor* of the children's column in some paper or magazine, asking to have a certain story or poem printed in it.

4. *A letter to the proper firm or person,* applying for some work a boy or a girl may do during vacation.

— 107 —

A PAGE OF INSTRUCTION FROM UNCLE SAM

MODEL FORM OF ADDRESS FOR LETTERS

AFTER ..... DAYS RETURN TO
JOHN C. SMITH,
146 STATE ST.,
WILKESVILLE, N.Y.

STAMP

MR. FRANK B. JONES,
2416 FRONT STREET,
OSWEGO,
OHIO.

Use ink in addressing letters or other mail matter.

Write plainly the name of the person addressed, street and number, post-office, and State.

Place your name and address in the upper left hand corner of the envelope or package.

Follow the model form shown on the above diagram, and if the letter or other piece of mail matter is not delivered, it will be returned to you.

More than thirteen million pieces of mail matter were sent to the Division of Dead Letters last year, a large proportion of which could not be delivered because of carelessness in writing addresses.

PART III

SENTENCE WRITING AND GROUPING

THE FIRST STEP — *Millet*

— 108 —

FINDING A STORY IN A PICTURE

What story does this picture tell you? Study it and then tell the story it tells you.

Who are in the picture? Where are they? Who is holding the baby? What is the baby trying to do? What is the man doing now? What is his work?

Has the picture a good name? Why do you say so? Look at the picture opposite Lesson 1. Which picture do you like better? Why?

— 109 —

BONFIRES

Telling a Story in Words

Conversation. — Did you ever help your father make a bonfire? Where did you make it? When did you make it?

Was there much smoke at first? How did the smoke look? What did it do? How did the fire look? Which looked prettier, the smoke or the fire? What did the wind do to the smoke? to the fire?

Can you think what the world would be like with no fires in it? What is the use of fire? What danger is there in playing with fire?

Oral Exercise. — *Tell the whole story of a bonfire you helped make.* Speak of things in good order.

— 110 —

AUTUMN FIRES

Finding Pictures in Words

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Pleasant summer over
And all the summer flowers,
The red fire blazes,
The gray smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!

— Robert Louis Stevenson.

Close your eyes while your teacher reads the poem. Where are the *bonfires?* How does *smoke trail?* What makes *fire blaze?* How does *smoke tower?* What makes summer *bright?* What makes autumn *bright?*

Exercise. — *Read the poem aloud. Learn it by heart.*

Written Exercise. — *Copy the verses carefully.* Take time to write neatly and to spell every word correctly.

Word Study and Expression by Hand. — Use brush or pencil to show what you see in lines 3 and 4; in lines 7 and 8.

Vale means *valley.* *To tower* means *to rise high.*

— 111 —

THOUGHTS, WORDS, LANGUAGE

Conversation. — "*What do you think?*" Are you often asked this question? Why? To find out your **thoughts.** What do you do when you tell what you think? You **express** your thoughts.

How are thoughts expressed? In many ways. Look at the picture "The First Step." Why does the man hold out his arms? "Come, baby!" he means. Do you think that the baby understands? Do you ever express a thought in such a way?

A famous painter thought a great deal about common people: what they do, how they live, how they feel. To tell his thoughts he painted many beautiful pictures. "The First Step" is one of them. He painted it to show the loving care which kind fathers and mothers give their little ones.

A poet saw bright fires glowing when all the flowers were dead. To express his thought he wrote the pretty verses, "Autumn Fires." When you tell what you think about the *baby*, the *picture*, the *poem*, your *bonfires*, or anything else, you express your thoughts **in** the **words** you speak or write.

You are studying this book to help you in **thinking** and **expressing** your thoughts in good **language.**

What have you and your teacher talked over in this lesson? **Thoughts, words, language,** and without them you could not have talked together at all.

COMPOSITION DAY Geoffroy

— 112 —

THINKING AND EXPRESSING THOUGHT

I. Think about — the boys, the place, the lesson.

Which boy has thoughts of his own to express?
Which one seems to need to borrow thoughts?
How ought he to get some of his own?

II. Tell in words your thoughts about the above.
Ask questions to learn your classmates' thoughts.

III. The boys were to write sentences about:—

1. A black cat, a barking dog, a white horse.
2. Flowers, trees, birds, squirrels, clouds.
3. Fairies, giants, pygmies, dwarfs, brownies.

Exercise. — Do you care about any of the above? *If so, tell about them. Ask about the others.*

— 113 —

ÆSOP'S CHOICE

A Story to Read and to Tell

Æsop was a great story-teller. Once he was sent by his master on a long journey. As he was not strong, his companions let him choose the load that he was to carry. To their surprise, Æsop chose a basket of bread. This was the heaviest load of all, so they thought him very foolish. Noon came, and half the bread was eaten. At the next meal all the bread was eaten, leaving the basket empty for the remainder of the journey.

Æsop

What kind of choice did Æsop make?

Oral Exercise. — *Tell the story to some one.* Be sure to speak of each thing in its proper order.

— 114 —

SENTENCES — WORD GROUPING

From the story in Lesson 113 copy a group of words in answer to each of these questions: —

Who was Æsop? Where was he sent? What did his companions let him do? What did Æsop choose for his load? What did the other slaves think of him? What happened at noon? At the next meal?

— 115 —

SENTENCES — COMPLETE THOUGHT

Study the story on page 106. If you say *Æsop was*, is the thought about Æsop plain?

What words must you add to make the thought plain?

Read aloud the first group of words expressing a whole or **complete thought**.

Read each group of words that expresses a complete thought.

With what kind of letter does each group begin?

What does each group form?

Definition and Rule. — A sentence is a group of words expressing a complete thought.

Every written sentence should begin with a capital letter.

— 116 —

SENTENCE EXERCISE

Read the following groups of words.

Of each group, tell whether or not it is a sentence.

1. School has begun again.
2. Where did you spend your vacation?
3. In the other gardens.
4. Pleasant summer over.
5. See the smoke trail.
6. Leon looking at his neighbor.
7. What a noise!
8. Running through the hall.
9. What language do you speak?
10. Write ten sentences for your teacher.

— 117 —

A SCHOOL WITHOUT BOOKS

Lines from a Favorite Poem

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."
Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

About whom do the lines tell you? In what school did Hiawatha learn these lessons? Who were his teachers? What did he learn from each? What can you learn in such a school as the lines tell about?

Exercises. — I. Do you like the lines? *Read them over and over again until you can repeat them without the book.*

II. *Write the lines from memory.* Be sure to spell every word correctly.

How should every line of poetry begin?

— 118 —

A REVIEW OF STATEMENTS

1. Birds build nests.
2. Bees make honey.
3. Squirrels hide acorns.
4. The rabbit is timid.

What does each of the above sentences do?
With what kind of letter does each sentence begin?
With what mark does each end?

Definition. — A statement is a sentence that tells something.
Rule. — A period (.) should be placed at the end of every written statement.

Oral Exercise. — *Make statements about the following:* —

The time you arise in the morning.
The time you leave for school in the morning.
What you do before the school bell rings.
What you do during the morning session.
What you do during the afternoon session.
What you like to do after school.
What you do on Saturday.
Where you like to spend the long vacation.
What you like best about the vacation.

Written Exercise. — *Copy the sentences given at the beginning of this lesson.*

Add to each sentence statements of your own; thus,

Birds build nests. They teach their little ones to fly.

Arrange the sentences in the form of a paragraph.

WHO'LL BUY A RABBIT?

Meyer von Bremen

— 119 —

A REVIEW OF QUESTIONS

A Picture Lesson

1. Whose rabbit is for sale? How do you know?
2. Where is the rabbit? Would you carry it so?
3. How much does it cost? Is that a good price?
4. Which child will buy it? Why do you say so?
5. Where do you think these children live, in the country or the city? Why do you think so?
6. Which do you like better, city or country?

Do the above sentences make statements?

What do they do?

With what kind of letter does each sentence begin?

What mark do you find at the end of each?

The mark (?) you have called a question mark. Another name is **interrogation point.**

Definition. — A question is a sentence that asks something.

Rule. — An interrogation point (?) should be placed at the end of every written question.

Oral Exercises. — I. Are all the children in the picture interested in the rabbit? Which one does not care about the rabbit? Why not? Make up a question that each child might ask.

II. *Ask questions about the picture; about the artist. Find another picture which he painted.*

Written Exercise. — *Write as many of the questions given above as your teacher directs.*

BEFORE THE JUDGE *Senderland*

— 120 —

Who are "before the judge"? Name them.

Who brought them in? What have they done?

Who planned the mischief? Who stole the nest?

Who is the "judge"? What does he think of such actions? What does Puss think?

What are the other children doing?

How shall the culprits be punished?

Tell the story you think the boy standing on the seat told when he reached home at night.

— 121 —

A REVIEW OF COMMANDS

1. Hang up your hats.
2. Go to your seats.
3. Take out your books.
4. Be as still as mice.
5. Please come again, Mr. Forester.

Are these sentences statements? questions? What are they? What command is given in the first sentence? in the second? in the third? in the fourth? What request is made in the fifth?

With what kind of letter does each sentence begin? What mark follows each?

Definition. — A command is a sentence that gives an order or makes a request.

Rule. — A written command usually ends with a period.

Oral Exercises. — I. *Give commands directing a pupil to use the hands in some way;* as, Fold your hands.

II. *Think of a lively ball game.* What commands are given in it? Who gives them? Who obeys them?

III. What commands do you often find on signs posted on grass plots, fences, trees, at railroad crossings, on counters holding fine goods, on street cars? To whom are these commands given? Why are the signs needed? Ought the commands to be obeyed?

Written Exercise. — *Write five commands heard at school to-day.*

Rosenthal

AT HOME AFTER THE FIRST VOYAGE

— 122 —

What is the name of this picture? Who has come home? How can you tell? How does he feel about being here? How do you know? Tell all you can.

Who is at the head of the table? How does she feel about the boy's return?

Who are the others in the room? Who is absent from this happy circle? Why?

Oral Exercise. — What did the boy and his mother say to each other? *Make up their conversation.*

— 123 —

A REVIEW OF EXCLAMATIONS

Earlier in the day, when the children on page 114 thought it about time for their sailor brother to arrive, they watched for him eagerly. Each one wanted to be the first to see him. Presently one of them caught sight of him and began to shout. The others did the same, and such a noise as there was! Here is what they said: —

Hurrah! here he comes!
How tall he is!
How brown he looks!
What a big package he has!
Mother, he is here!

Read aloud what the children said. Read each sentence just as you think it was said.

Do you think the children were excited when they talked in this way? Were they pleased at their brother's return? What word makes you sure of this? Were they surprised at his looks? Were they curious about his package? How can you tell?

Definition and Rule. — An exclamation is a word or sentence that expresses some strong feeling, such as joy or surprise. An exclamation should be followed by an exclamation point.

Exercise. — *Copy from your reader five sentences in which an exclamation point is used. Tell why each is used.*

— 124 —

QUESTIONS TO BE ASKED

1. This is my sister Louise.
2. We live in the country.
3. Our father owns a large farm in New Jersey.
4. Mother is busy all day with the housework.
5. There are six children in the family.
6. The children are all at home in the summer.
7. John and Ella go to college during the winter.
8. Will and I go to school.
9. Louise and May are too young to go to school.
10. Grandmother lives with us.

What kind of sentences are the above? They tell how a little boy answered some questions asked by a dear old lady. Can you tell from these answers what the questions were? Ask as many of them as you can.

Exercise. — *Write the sentences from dictation.*

— 125 —

WORD STUDY

To; Too; Two

1. I go to church. Edna is too young to go.
2. You go to school. Harry is too old to go.
3. We are going to the picnic. Father is too tired to go.
4. The two boys are going to fish. Can you go too?

Written Exercises. — I. *Copy the above sentences. Write them from dictation.*

II. *Fill the blanks in the following sentences with the proper word,* **to, too, two**: —

1. I go —— school —— learn.
2. One is never —— old —— learn.
3. Hans speaks —— languages, English and German.
4. Don't you wish you could do this ——?

— 126 —

REVIEW

1. What is a sentence?
2. *Over the fence.* Is this a sentence? Why not?
3. How many kinds of sentences do you know?
4. Define each kind, and tell how it should begin; how it should end.
5. What kind of sentence is each of the following? Copy and place the proper mark after each sentence.

Fold your paper neatly, John
John folds his paper neatly
Do you fold your paper neatly
How neatly you fold your paper

— 127 —

FABLE

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig";
Bun replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put.
If I cannot carry forests on my back,
Neither can you crack a nut." —R. W. Emerson.

Read the poem to learn the story. About whom does it tell? What does it tell about them?

Who is *Bun?* Do you think that Bun's reply ended the quarrel? Does it prove him a "Little Prig"? Whose part do you take in the quarrel? Why?

Is "Fable" a good name for this poem? Why?

How is this fable different from others in this book?

Be sure about the meaning of *former, latter, Prig, Bun, sphere, disgrace, talents differ.*

Landseer

DIGNITY AND IMPUDENCE

— 128 —

Which of these dogs is your favorite? Why?

Which one is Dignity? Impudence?

Are these good names for the dogs?

How should names begin?

What do you think Dignity can do that Impudence cannot do?

What may Impudence do that Dignity may not?

Tell all you can about the dogs; about the artist's liking for animals.

— 129 —

SOMETHING PRETTY TO LEARN BY HEART

The lily has an air,
And the snowdrop a grace,
And the sweetpea a way,
And the heart's-ease a face, —
Yet there's nothing like the rose
When she blows.

— CHRISTINA GEORGINA ROSSETTI.

Conversation. — In these lines the poet paints pretty pictures for you to see. Can you see them?

The *lily* is holding up its head proudly; that is its *air*.

The *snowdrop* droops modestly; that is its *grace*.

The *sweetpea* puts out its little tendrils to take hold of your affections; that is its *way*.

The *heart's-ease*, the pansy, turns its sober *face* to you.

But the *rose* is the queen of all the flowers, so thinks the poet. Do you think so, too?

What flower do you like best of all? At what season does it blossom, or *blow*, as the poet says? Has your flower more than one name, like the *heart's-ease?*

Oral Exercise. — *Tell in good sentences about the spring or summer flower you like best; the autumn flower.*

Written Exercise. — *Copy the lines given above.*

Expression by Hand. — Can you paint or draw your favorite flower? Try it.

— 130 —

SHARP EYES

Paragraph Study

Talk about what follows. Look for proof of what is said: —

Mother Nature is a tireless worker. At all seasons you may find proof of her labors. In the spring and summer she adorns field and byway with beautiful flowers. What does she do in the fall and winter?

Flowers she makes as fine in shape and color as she can. Do you know why? She wishes the bees and the butterflies to visit them, and to help them to live.

Some flowers are so large and so gay in color that they easily draw their insect lovers to them. So it is with buttercups, pansies, and others that you can name. But some flowers are so tiny that a single one alone would scarcely be seen, and these Mother Nature causes to grow close, close together, and then they make a brave show. Sometimes there are so many little flowers together on a single branch that they form a true flower village, as is the case with asters and sunflowers.

Goldenrod is more than a village; it is a golden city in which many blossom families live on a single street.

How many groups of sentences in the selection? What is told about in each group?

— 131 —

FALL FRUITS

Conversation and Description

Help yourself to the fruit you like best.

I. Talk about it so that others will know what you have chosen. Speak of: —

Its size, shape, color,
How it feels, smells, tastes.

II. Ask and answer questions about its parts; what are they? What is the use of each?

III. If possible, secure pictures, showing: —

Where it grows; when it ripens.
How you get it; what may be done with it.
Tell all the ways in which it gives pleasure.

Written Exercises. — I. *Write an orderly description of your favorite fruit.* (See I and II above.)

II. *Write an orderly story about it.* (See III.)

See that you make good sentences and group the sentences well.

— 132 —

WORD PICTURES IN VERSE AND PROSE

Read these selections in a bright way.
Do they make you think of a very good time?

I. A Harvest Song

Here stands a good apple tree.
Stand fast at root,
Bear well at top;
Every little twig,
Bear an apple big;
Every little bough,
Bear an apple now;
Hats full! caps full!
Threescore sacks full,
Hullo, boys! hullo.

How many sacks make a score?
What becomes of some of the apples?

II. In a German Vineyard

In the vineyard the peasant girls have been at work since sunrise. Everywhere the grapes are hanging in heavy, purple clusters; the sun has warmed them through and through, and made them sweet to the very heart. Oh, how delicious they are! How beautiful they look, heaped up in the tall baskets which the girls and women are carrying on their heads! They never drop nor spill them, but carry them steadily down the steep narrow path to great vats. Here they are crushed till the purple juice runs out. —Jane Andrews (*adapted*).

Make a real picture to go with each word picture.

— 133 —

NATURE'S HELPERS

An Exercise in Reading and Writing

Are peach blossoms pretty? Is a ripe peach delicious? What do you do with the stone when you have eaten a peach?

Mother Nature cares more for the stone that you throw away than for the pretty blossoms or the delicious fruit. She knows what precious thing is stored away in the stone. Do you know her secret? Have you helped her by throwing the stone away? Can you tell how birds and squirrels help her? Have you learned how larger animals help her?

Nature has other helpers too. Jack Frost is one of them. How does he help? The wind is another, and what a helper he is! He shakes down nuts, blows along the silken down of the milkweed, fills the winged sails of maple and elm seeds, and scatters the harvest of many grasses far and wide.

But some of Nature's precious seeds help themselves. If you go too near a fragrant witch-hazel or a pair of lady's slippers when their seed cases are ready to pop open, they may shoot their harvest saucily into your prying eyes.

Why does Nature need helpers? If all seeds tried to stay at home in the soil near their parent plants, they would be crushed and starved to death, there are so many of them! So off they go to seek their fortunes elsewhere.

Oral Exercise. — *Tell what helpers Nature has in scattering seeds; how each helps; how some seeds help themselves; why seeds are scattered.*

Written Exercise. — *Select a seed named above. Tell in writing how it is scattered or dispersed.*

Expression by Hand. — Show by cutting, drawing, or painting the shape of the seed selected. If possible, make your work tell the story of how the seed is scattered.

— 134 —

A STUDY OF COMMON WORDS

Listen to the language you hear at home and on the playground, noticing whether these words are correctly used. Do you use them correctly?

We *go*	We *went*	We *have gone*
I *eat*	I *ate*	I *have eaten*
You *throw*	You *threw*	You *have thrown*
The wind *shakes*	The wind *shook*	The wind *has shaken*
Seeds *blow*	Seeds *blew*	Seeds *have blown*
Æsop *chooses*	He *chose*	He *has chosen*

Exercises. — **I.** *Repeat the above orally. Add other words.*

II. The senses are often called gateways of the mind. Name the five most important gateways. Through which of these do you know the true meaning of each of the following words in Lessons 133 and 134?

Pretty means *pleasing in form or color.*
Delicious means *very pleasing in taste.*
Silken means *resembling silk in feeling.*
Fragrant means *sweet smelling.*
Orally means *in spoken words.*

— 135 —

DANDELIONS

How a Poet Paints Common Things

Listen; then read aloud: —

Upon a showery night and still,
Without a sound of warning,
A trooper band surprised the hill,
And held it in the morning.
We were not waked by bugle notes,
No cheer our dreams invaded,
And yet, at dawn, their yellow coats
On the green slopes paraded.

We careless folk the deed forgot;
Till one day, idly walking,
We marked upon the selfsame spot
A crowd of veterans talking.
They shook their trembling heads and gray
With pride and noiseless laughter;
When, well-a-day! they blew away,
And ne'er were heard of after!

— HELEN GRAY CONE.

What was the "trooper band"? What does it mean, *to surprise and hold a hill?* How are soldiers wakened in the morning? What is the *dawn?*

Who are *veterans?* What made the veterans shake their heads? What blew them away?

Each stanza paints a picture. Do you see it? Which picture do you prefer? Why?

—136—

AN EXERCISE IN STORY MAKING

Imagine that you are a veteran dandelion blown away by the wind. *Tell your adventures, as follows:* —

Where did the wind find you growing?
Where did it take you?
Where did you take root?
When did you parade again in your yellow coat?
Choose a good name for your story.

Written Exercise. — *Tell your story in writing. Illustrate it, if you can.*

— 137 —

A REVIEW

In each of these sentences fill in the proper word: —

1. *Saw, seen:* He —— the fire. Have you —— it?
2. *Ate, eaten:* I —— breakfast at eight. Have you —— yet?
3. *Ran, run:* Has he —— away? He —— like a deer.
4. *Gave, given:* He has —— a cent. I —— one, too.
5. *Threw, thrown:* Who —— the stone? It was —— by him.
6. *Shook, shaken:* Who —— the tree? He has —— down the plums.
7. *Chose, chosen:* Tom —— a knife. Have you —— one yet?
8. *Went, gone:* Hasn't Jay ——? Ira —— yesterday.

— 138 —

A FARMER'S WORK IN AUTUMN

Sentence Writing and Grouping

Learn all you can about the farmer and what he does to prepare for winter and for the next year.

Oral Exercise. — *In class tell: —*

What the farmer does in the orchard.
What he does in the fields.
What he does in the woods.
What he does about the house and barns.
How you profit by the farmer's labor.

Written Exercise. — *Write sentences about the subject of this lesson.* Arrange the sentences in a good order. Build one or more paragraphs from them.

— 139 —

A BEAUTIFUL WORD PICTURE

October turned my maple's leaves to gold;
The most are gone now; here and there one lingers:
Soon these will slip from out the twigs' weak hold,
Like coins between a dying miser's fingers.

— THOMAS BAILEY ALDRICH.

Of what season are these lines a word picture? What is it *to linger?* What are *coins?* How much does a *miser* love his gold? Commit the lines to memory.

Expression by Hand. — Show with your brush and colors how October turns your maple leaves.

— 140 —

THE MISER'S GOLD

Read the story silently and then tell it: —

A miser had a great box of gold which he hid at the foot of a tree in his garden. Every little while he stole away to this spot, dug up the box, and let the shining coins slip through his fingers back into the box. Nothing in the whole world gave him so much delight as the sight and the sound and the feeling of his treasure. One day when he came as usual to feast his eyes upon the gold, he found — nothing but a hole in the ground. He tore his hair and cried out so loudly that all his neighbors came running to see what the matter was. When they learned what had happened, one of them brought him a stone from his field, saying, "There, bury that! It will do as well to look at as the gold you never used."

— 141 —

WORD STUDY

How are the words in italics alike? How different?

The *whole* world knows.
He found a *hole* in the ground.

Written Exercise. — *Write and use words that have the same sound but differ in spelling from:* —

so	one	but	hair	bury	sight
to	all	him	there	great	through

— 142 —

HOW TO SHOW OWNERSHIP

Study this sentence: —

The miser's gold was stolen.

In a complete sentence tell: —

Who owned the gold? (The miser owned the gold.)

The answer tells the name of the owner, but it requires the whole sentence to tell the fact of **ownership**; the word *miser* does not show ownership.

In a complete sentence tell: —

Whose gold was stolen? (The miser's gold was stolen.)

Miser's not only names the owner (miser), but by the use of 's (miser's) it shows **ownership** or **possession.**

As you know, the mark (') is called an **apostrophe.** The apostrophe (') and (s) here show **ownership** or **possession.**

Exercise. — *Study the following to find words that show ownership:* —

1. Ben's ball has rolled into the gutter.
2. It is Ned's turn to play.
3. George's lessons are keeping him at home.
4. Is this Dick's bat?
5. There goes the ball over Mr. Johnson's fence!

How is ownership or possession shown in the preceding sentences? Write the sentences from dictation.

— 143 —

FAMILY NAMES AND OTHERS

A little boy in a railroad car sat beside an inquisitive old lady. A lively conversation began: —

"What's your pa's name?" the old lady asked.

"Long," answered the boy, "Christopher Columbus Long. My mother's name is Victoria Long; sisters' names are Florence Nightingale Long and Alice Cary Long. My name is Thomas Edison Long, and the other boys are Samuel Morse Long, Andrew Carnegie Long, Benjamin Franklin Long, and Peter Long. We are proud of our names, for we are all named after somebody. Even Peter is named after our old Uncle Peter."

What name did the little boy give first in answer to the lady's question? How many times is this name repeated? What does this show? What was the father's name? the mother's? What names were given the boys? the girls? Did these children have names that you often hear?

The **family name** belongs to all members of the same family.

The **family name** is also called the **surname**.

The **given** or **Christian name** is the name given to a child by its parents or guardians.

Tell all you can about the given names used above.

Exercise. — *Write the names of all members of your family. Which are given names? surnames?*

FEEDING HER BIRDS

Millet

— 144 —

CONVERSATION ABOUT A PICTURE

Here are more of the people Millet liked to paint.

Talk about them with one another. See who can find the best things to say.

What do you think Millet had in mind when he gave the picture its name?

Is this the same mother as on page 101?

Tell all that this mother does for her *birds*.

Tell about the *birds*. How are they dressed?

How do they feel? What do they say?

What will they do next? Where is their nest?

Tell about other things in the picture.

Lastly let the teacher tell about Millet.

— 145 —

A BIRD'S NEST

Here are some lines from an old, old poem. Read and talk about them. Write them from dictation: —

> Behold a bird's nest,
> Mark it well, within, without!
> No tool had he that wrought, no knife to cut;
> No nail to fix; no bodkin to insert;
> No glue to join; his little beak was all;
> And yet how neatly finished!

What old-fashioned words occur in the lines? Look about for a vacant nest. Is it well built?

Exercise. — *Describe the nest in your own words.*

— 146 —

EXERCISES IN WORD STUDY

Before you go further in this little book, take a look at some words often written improperly.

I. There, their

1. Why are Ada and Henry standing *there* so quietly?
2. They do not know *their* arithmetic lesson.
3. *There* are two fours in eight.
4. They may go to *their* seats now.

There is a word used to denote or tell place. The word *there* is often used as in sentence 3, above. *Their* is a word expressing ownership or possession.

II. *Use properly the words* **there, their**: —

1. —— was an old woman who lived in a shoe.
2. How did she get ——?
3. Three little kittens lost —— mittens.
4. —— is no place like home.
5. —— she goes! Where? ——! ——!
6. Where do squirrels hide —— acorns?
7. Where do beavers build —— lodges?
8. —— are no birds in last year's nest.
9. Bo-peep's sheep left —— tails behind them.

— 147 —

EXERCISES IN STORY-TELLING

I. A Story from a Newspaper

"Lie still, little brother, I won't hurt you," said Mildred Mason, a bright little girl just seven years old. So saying, she pulled her baby brother down upon a heavy rug and quickly rolled him up in it.

This happened yesterday morning before the two children were dressed. The little boy, running too near the grate, had set his nightgown afire. His brave sister saw his danger and knew what to do to help him. By her prompt action she smothered the flames and so saved her brother's life.

Tell the story in your own words. Show what the little girl did. Think of a good name for the story.

II. Bobby and Baby

A fine winter day — Bobby's new sled — Baby wants a ride — big box tied on for Baby.

Off they go — a quick turn — Bobby's load lighter — box found — Baby safe — home again!

What is sketched above really happened.

Tell the story in your own words. Write it.

— 148 —

A REVIEW

What is meant by surname? Given name?

What are initials? Give examples.

Give rules for writing names and initials.

Fill in the proper word: —

There, their: —— lies Baby. Where did they get —— sled?

Hole, whole: Tell the —— story about the —— in the rug.

Was, were: —— you at school to-day? I ——.

Don't, doesn't: Ida —— know Belle. —— you know her?

— 149 —

Listen:— THE NIGHT WIND[1]

Have you ever heard the wind go "Yooooo"?
'Tis a pitiful sound to hear!
It seems to chill you through and through
With a strange and speechless fear.
'Tis the voice of the night that broods outside
When folk should be asleep,
And many and many's the time I've cried
To the darkness brooding far and wide
Over the land and the deep:
"Whom do you want, O lonely night,
That you wail the long hours through?"
And the night would say in its ghostly way:
"Yoooooooo!
Yoooooooo!
Yoooooooo!"

My mother told me long ago
(When I was a little lad)
That when the night went wailing so,
Somebody had been bad;
And then, when I was snug in bed,
Whither I had been sent,
With the blankets pulled up round my head,
I'd think of what my mother'd said,
And wonder what boy she meant!
And "Who's been bad to-day?" I'd ask
Of the wind that hoarsely blew,
And the voice would say in its meaningful way:

[1] From "Love Songs of Childhood"; copyright, 1894, by Eugene Field; published by Charles Scribner's Sons.

"Yoooooooo!
Yoooooooo!
Yoooooooo!"

That this was true I must allow —
You'll not believe it, though!
Yes, though I'm quite a model now,
I was not always so.
And if you doubt what things I say,
Suppose you make the test;
Suppose, when you've been bad some day
And up to bed are sent away
From mother and the rest, —
Suppose you ask, "Who has been bad?"
And then you'll hear what's true;
For the wind will moan in its ruefulest tone:
"Yoooooooo!
Yoooooooo!
Yoooooooo!"

— Eugene Field.

Did Eugene Field know how children feel?

Why do you think so?

Would a day wind sound the same?

Who is the best reader in your class? Ask this person to read the poem or recite it from memory.

All may join in playing the part of the wind.

What other poems about the wind do you know?

Word Study

Make sure of the meaning of these expressions: —

pitiful sound	brooding	wailing	meaningful
speechless	ghostly	hoarsely	ruefulest tone

— 150 —

FOR CONVERSATION

I. **Reading.** — Has your "land of Story-books" grown since you read the pretty poem on page 40? Tell about its growth this school year. What is the last story you read at home, at school, or in the public library? Tell about it, as follows: —

1. Who is the chief actor in the story?
2. When and where did the incidents happen?
3. What happened first? What happened next?
4. What is the point of greatest interest in the story?
5. What expressions in the story do you like best?

II. **Good Luck.** — What do some people believe about finding a horseshoe? Did you ever find one? If so, tell the story.

Visit a blacksmith's shop and talk about the smith, the shop, the work, the tools.

III. **An Accident.** — You caught your foot in something and tore your shoe. Tell where and how. Explain by whom and how the damage was repaired.

IV. **The Circus.** — How did you know it was coming?

The parade. — When, where, what?

The menagerie. — Seeing and feeding strange animals.

The performance. — Who took part? What was done? By whom was the most interesting act performed? Tell about it fully.

— 151 —

SILENT STUDY OF A PICTURE

What story does the picture tell you? Why are so many people together? Who are at the head of the procession? Who at the end? What do these four men carry? Where are the women? Why? Who is beside the first woman? What does he carry? Where are these Pilgrims? Who made the path?

Boughton

PILGRIMS GOING TO CHURCH

What season of the year is shown in the picture? What other questions can you ask about this picture?

Written Exercises. — *Write about the picture:* —

1. The time. 2. The place. 3. The procession.

Imagine you are the little girl. Tell a story to fit this title, "A Little Pilgrim's Thanksgiving Day."

— 152 —

MENTAL PICTURING — DATES

December 21, 1620! This is a date which all young Americans should learn and remember. What picture does it bring to your mind? Do you see a cold, gray sky; dark, wind-swept waters; the good ship *Mayflower*, with its brave company of Pilgrims?

What **date** is mentioned above? In this date a **month**, a **day of the month**, and a **year** are named. As you know, the mark (,) is called a **comma**. How is it used in the date?

Make a rule for this use of the comma.

Oral Exercise. — What pictures do these dates bring to your mind? *Tell about any that you can.*

Oct. 12, 1492; July 4, 1776; Dec. 25, 1776.

Written Exercises. — I. *Copy exactly the dates given above.* Do not forget the periods following abbreviations, nor the commas separating the day of the month from the year named in each date.

II. *Supply the proper punctuation marks:* —

April 16 1910 Aug 19 1906 Sept 20 1919 July 4 1909
Feb 22 1732 Feb 12 1809 Feb 27 1807 Feb 14 1918

What anniversaries does February suggest?

III. *Write the dates of* — Washington's Birthday this year; last Fourth of July; next Christmas; next New Year's Day; Arbor Day this year. With what kind of letter does the name of each holiday begin?

— 153 —

CONTRACTIONS

Exercises in Dictation

There's a good time coming, boys.

There's is a short way of writing *There is*. Words like *there's* are called **contractions**. The **apostrophe** (') shows that something is omitted.

You use contractions constantly in talking to one another, and find them used in poetry.

An apostrophe should be used in contractions to show that a letter or letters are omitted.

Oral Exercises. — *Write the following sentences. Explain the contractions used in them.* Do you find many old friends among them?

Example: *Who's* means *who is*.

1. Who's there?
2. He's a jolly good fellow.
3. What's the matter?
4. That's all nonsense.
5. It's a shame.
6. How's your brother?
7. Here's a penny.
8. Where's my knife?
9. All's well.
10. There's nothing like the rose.
11. We're hungry.
12. You're tired.
13. They're too slow.
14. I'll go.
15. You'll be sorry.
16. We'll run.
17. I've seen a star.
18. We've shaken the tree.
19. Can't you swim?
20. Couldn't you row?
21. 'Tis so.
22. 'Twas I.
23. I don't know.
24. He doesn't see

— 154 —

HOLIDAY CUSTOMS IN MANY LANDS

Learn all that you can about the celebration of Christmas in the countries named below. Talk or write about the one that interests you most. Perhaps each country will be chosen by some one, and a vote may be taken to decide whose description proved the most entertaining and instructive.

Germany	Russia
England	Canada
Holland	Norway
Ireland	America

What is the first day of January called?

What New Year customs do you like best?

Exercises. — Call to mind the appearance of streets, shops, and markets at the holiday season. Are they not gay and pretty?

I. *Tell all about the above.*

II. *Tell a story suggested by the picture on this page.*

III. *Copy, and tell what you think the following quotation means :* —

> Not what we give, but what we share, —
> For the gift without the giver is bare.

— 155 —

THE TORTOISE AND THE DUCKS

Read this fable silently to find out who the actors were, what happened to each one, why it happened, and how it ended. Picture to yourself the strange sight which the villagers saw.

A tortoise once lived in a pond with some wild ducks. They grew very fond of one another and spent many happy years together. At length there came so dry a season that all the water disappeared from the pond, and the ducks had to find a new home.

When the ducks went to the tortoise to say good-by to him, he scolded them harshly. "We are sorry to leave you," replied the ducks, "but, as you cannot fly, there is nothing else for us to do, unless you agree to this plan. If you promise not to speak one word on the way, we will carry you with us. Remember, if you open your mouth, it will be your death."

"Do not fear," said the tortoise, "I will obey your commands." The ducks, thereupon, gave the tortoise a little stick. They told him to hold it by the middle, fast in his mouth. Taking the stick by each end, they carried him safely along. Presently they flew over a village. The villagers, astonished at the strange sight, began to shout. This made the tortoise very angry and he determined to scold them roundly. Alas! as soon as he opened his mouth, he let go the stick, and so fell to the ground and was killed.

Exercise. — *Tell what you think of the actions of the ducks; of the tortoise. Suggest other titles.*

— 156 —

A FAMOUS STORY FROM THE LAND OF STORY-BOOKS

An Exercise in Listening

1. Phaethon, son of Helios, was in tears. He could outdo his playmates in every game that boys delight to play; but he could not make his companions believe that he was really the child of Helios, the sun god. That is why his tears were flowing as he lay alone, looking at the golden chariot of his father in the descending sun.

2. Suddenly he sat up. "I will go to my father," he cried, "and ask him to let me drive his splendid chariot. When they see that I have guided it for only one day, these unkind boys shall know that I am truly the son of Helios."

3. Before dawn the next day, Phaethon reached his father's palace. There he found Helios with all the Hours of the day attending him. His chariot was ready; his horses were ready, neighing and stamping with impatience to begin the journey of the day. Throwing himself upon his knees at his father's feet, Phaethon told how cruelly his companions treated him.

4. Helios could not bear to see the boy unhappy, and readily promised to grant whatever Phaethon should ask. Alas! he little dreamed what the rash youth had in mind.

5. Phaethon, delighted at gaining his father's promise, at once begged that he might drive the golden chariot of the sun. Then Helios grew very grave. "Ah, my son, my son!" he exclaimed, "you know not what you ask! These steeds will obey no hand nor voice but mine."

6. "But, father," cried Phaethon, "did you not promise to do what I should ask?" Thus reminded, Helios gave way and Phaethon, proud and happy, took the reins.

7. What a scene followed! The fiery horses, rearing and plunging, set off at such a pace and followed such a course that, presently, clouds began to smoke and mountain tops to blaze; fountains and rivers dried up; and all the earth seemed about to be destroyed.

8. Then Zeus, the Mighty, looked forth from heaven and saw that all the world was in danger. Seizing a huge thunderbolt, he hurled it at Phaethon, who, like a shooting star, fell headlong, down, down, down, until he was lost forever in the cool waters of a great river.

Guido Reni

AURORA

Oral Exercise. — Several may share in reading and telling the story. Here is one way to divide it: —

1. Phaethon in tears. Why?
2. Phaethon's plan. What was it?
3. Phaethon at the palace of Helios.
4. Phaethon gains the promise of Helios.
5. Phaethon's request. What did Helios say about it?
6. Phaethon reminds Helios of his promise.
7. Phaethon in the chariot. The scene that followed.
8. Zeus, and the fate of Phaethon.

Talk about the meaning of the story; of the picture.

— 157 —

A LOST CHILD

An Exercise in Story Making

Little May, aged three — follows brother — lost!

Strange streets and sights — kind people — questions — "Mother's name?" "Mamma!" — ribbon with card, address — safe at home.

Preparation. — Before telling the story sketched above, think clearly what to say about each of the following points: —

1. How May lost her way.
2. Where she wandered.
3. What she saw.
4. Who tried to help her.
5. What questions were asked.
6. What answers she gave.
7. How her address was found.
8. Feeling when home is reached.

Telling. — *Tell the whole story in your best language.* Do not use *and* or *then* at the beginning of sentences. Does the class enjoy your story?

— 158 —

SINGULAR AND PLURAL WORDS

1. What is the name of the picture on page 146?
2. How many children are there? How many boys?
3. What is the girl doing? Poor little frightened child! Can you see her face? Where are her hands? Her eyes?

Which words name one person or thing only?

Write the words in a list marked **singular.**

Pick out words naming more than one person or thing. Write the words in a list marked **plural.**

Exercises. — *Tell your teacher what you think singular words are. Give ten examples.*

Tell what plural words are. Give ten examples.

— 159 —

FURTHER STUDY OF OWNERSHIP OR POSSESSION

Tell about the *girl's* clothes. What do the *boys'* clothes tell you about their owners? What do you learn from the *children's* faces?

Copy the words in italics. Which are singular? Which are plural?

What mark do you find in each?

What does the apostrophe show in each case?

Where is it placed in each word?

Rules. — In singular words, and in plural words not ending in *s* add ' and *s* to show ownership or possession.

In plural words ending in *s* add ' only.

Exercise. — *Write sentences using the words in italics.*

— 160 —

BELLS

Practice in Talking or Writing

Discuss the frontispiece of this book.

Think of different kinds of bells, — big bells, little bells; loud bells, soft bells. How many can you name? Which one did you hear last? Where were you when you heard it ring? How did it sound? Why was it rung? Who rang it?

Exercises. — What pictures do the following groups of words make you see? *Select one that interests you; talk with your classmates about it. Write a story suggested by it:* —

1. *A clear, cold day;* snow, white and drifted; sleigh with load of happy children; silver bells, tinkle, jingle. Where is the sleigh taking the children? What do the bells say?

2. *A busy street;* wagons, carriages, street cars, automobiles, men, women, boy with a cart crossing the street; alarm, fire bells, clang, clash. What do the bells say? What happens to the boy with the cart?

3. *A country road;* shrubs and trees growing at the roadside; donkey cart, picnic party; engine bells, warning. What does the donkey do? What does the driver do?

4. *A school yard;* a lively game, bell rings, signal. Is the game finished or given up?

5. *A birthday party;* children at table; door bell gives a merry call. Does it announce a tardy guest or a gift?

6. *Independence Hall;* July 4, 1776; tumult in the city; crowds, excitement, everybody talking, pushing; the boy, the bellman. "*Ring! Ring! Grandpa, ring! Oh, ring for Liberty!*" shouting and rejoicing.

Word Study

To announce means *to make known.*

Tumult means *hubbub, wild excitement.*

Repeat aloud the following sentences; add to them: —

The bell rings. The bell rang. The bell has rung.

Change the form of the first sentence in as many ways as you can; thus, *Does the bell ring?*

Tell what each form does.

— 161 —

TWO STANZAS OF A FINE POEM

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night;
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.

— Alfred, Lord Tennyson.

Commit these beautiful lines to memory. When you recite them at home, try to make your listeners hear *bells ring* and see "the wild sky," "the flying cloud," "the frosty light." Make them feel that the bells are "happy bells," and that *false* and *true* are two different things. Make the *false* go out with the old year and the *true* come in with the new.

— 162 —

ANIMAL FRIENDS AND ENEMIES

Oral and Written Exercises

I. *Write statements about some pet that you have or would like to own. Tell:—*

What it is.
How it looks.
What it does.
Why you like it.
What care you give it.

II. *Name animals that serve man in each of the following ways:—*

1. Companions.
2. Beasts of burden.
3. For food.
4. For clothing or ornament.
5. Destroyers of injurious creatures.

Write a paragraph about the uses of animals.

III. *Name animals harmful to man.*
Tell in writing how the harm is done.

— 163 —

Dictation Exercise

1. My cat's name is Muff.
2. What is your dog's name?
3. Shep and Tray are his dogs' names.
4. How sharp that mouse's teeth are!
5. Do see those men's coats!
6. They are made from a pony's hide.
7. Did you know that ladies wear ponies' skins?

— 164 —

A FAITHFUL SENTINEL

An Exercise in Story-telling

Read and tell: —

More than three hundred years ago, William, Prince of Orange, commanded the Dutch army during a war with Spain. One night while the Prince and his guards lay fast asleep, six hundred Spanish soldiers broke into their camp. The Prince's pet spaniel heard the strange footsteps, and began scratching his master's face to warn him of danger. The Prince awoke, jumped upon his horse, and escaped with the dog in the darkness, just as the Spaniards burst into his tent.

After the Prince's death, a splendid tomb was built for him at Delft in Holland. If you go there to-day, you will find a statue of the Prince, and at his feet an image of his faithful spaniel.

Exercises. — I. *Ask six questions about the story, beginning them as follows:* —

When ——	Why ——	Who ——
Where ——	How ——	What ——

II. *Retell the story, adding what you choose.*

Word Study

A sentinel is *one who is on guard to give notice of danger.*
A spaniel is *a small dog with long ears.*

Use in sentences these words: —

Prince *Prince's* *master* *master's*

— 165 —

ANDROCLES

Read through silently:—

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a lion lying down, moaning and groaning. At first he turned to flee, but finding that the lion did not pursue him, he turned back and went up to him. As he came near, the lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the trouble. He pulled out the thorn, and bound up the paw of the lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the lion took Androcles to his cave, and every day used to bring him food to eat.

Shortly afterward both Androcles and the lion were captured, and the slave was sentenced to be thrown into the arena with the lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was let out into the middle of the arena. Presently the lion was let loose from his den; bounding and roaring, he rushed toward his victim. But as soon as he came near to Androcles he recognized his friend, and fawned upon him, and licked his hands as though he were a friendly dog.

The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the lion let loose to roam in his native forest.

— ÆSOP'S FABLES.

I. *At home or at your desk at school study the story, as follows:* —

What name or title has the story? Who are the actors?

How did Androcles befriend the lion? Read all that the story gives on this topic. Which paragraph tells you?

How did the lion befriend Androcles? Read all that the story says about this. Which paragraph tells you?

How were both Androcles and the lion rewarded? In which paragraph is this told?

II. *Study the words given below. Select others.*

III. *Read the story to some one who will listen.*

Word Study

Recognize means *know again.*
Fawn upon here means *to show affection.*
Sentence means *tell the kind of punishment to be had.*
Court means *persons usually in the King's company.*
Spectacle means *show.*
Arena means *ring for contests.*
Victim means *one to be sacrificed.*

— 166 —

STORY-TELLING AND DISCUSSION

What kind of story is that on page 152? Who made it up? What do you know about him?

What lesson does the story teach?

Written Exercise. — *Copy the following sentences and discuss their meaning:* —

One good turn deserves another.
Gratitude is the sign of noble souls.

— 167 —

THE DOG

Observation. — How do a dog's claws differ from a cat's? What fits a dog for running? Does a cat ever chase its prey a long distance? Does a dog? Explain.

How does a dog seize its prey? How does a cat? Does a dog gnaw a bone with its front teeth or back teeth?

Does a dog hear well? How can you prove this? How does a dog show that he knows the direction of a sound? Have you seen a dog do this? Why does a man put his open hand back of his ear when he wishes to hear more plainly? What have you noticed about a dog's sense of smell? Give some examples.

How does a dog show his friendliness? Mention several ways. How does he show his fear or shame? How does he express his anger? How does he show his excitement when chasing his prey?

Which shows more attachment to persons, a cat or a dog? Which shows more attachment to a place?

Exercise. — What story of the devotion of the dog to his master have you read? What have you noticed that illustrates dog **character**?

Tell all you can about the dog.

— 168 —

DOGS AND THEIR WILD KINDRED

Learn something interesting to prove how each of these is like or unlike the faithful house dog: —

wolf fox coyote jackal

— 169 —

GELLERT

A great nobleman of Wales once owned a fine dog, which was the favorite playmate of his infant son and often watched beside his cradle. One day the father, returning from the hunt, was horrified to find the child's room in great confusion and the cradle empty. Near by stood the dog, his mouth stained with blood. Without waiting to learn the truth, the father drew his sword and slew the dog.

At that instant a faint cry was heard. There, behind the cradle, was the little one, quite safe from harm, but beside him lay the body of a huge wolf.

Great was the nobleman's sorrow for his hasty deed. The unhappy man could not bring the dog back to life, but he built a great monument to his child's faithful defender, and gave the dog's name, Gellert, to the place where it stands.

Silent Study. — Why did the nobleman slay the dog? What discovery did he make? What effect did his hasty action have upon the nobleman? What trait of character of the dog does the story show?

Written Exercise. — *Write the story*, dividing it into three paragraphs, as follows: 1. *The nobleman's sad mistake.* 2. *His discovery of the mistake.* 3. *His feeling and action because of it.*

Word Study

What words can you use instead of the following?

infant horrified slew faint hasty defender huge harm

— 170 —

A REVIEW OF QUOTATION MARKS

Study these sentences :—

1. "Read that story again," said George.
2. "Which one do you mean?" asked Edna.
3. "I mean the one about Gellert," replied George.
4. "What a faithful dog he was!" exclaimed Edna.
5. "That's what all dogs are," added George.

These sentences tell exactly what two children said to each other. What were the children's names? Who spoke first? Repeat exactly or **quote** what he said.

What marks help you to do this?

As you know, **quotation marks** (" ") **inclose** or shut in a direct quotation.

The marks (" ") are called quotation marks.

Quotation marks should be used whenever we write the exact words of another.

Oral Exercise. — *Quote what Edna asked;* what marks inclose this question? *Copy the quotation,* writing it on the blackboard that all may see it.

Quote what George replied; copy the quotation.

Quote what Edna exclaimed; copy this quotation.

Quote what George added; copy this quotation.

Written Exercise. — *Write from dictation the sentences given for study.*

— 171 —

A CONVERSATION

Inserting Quotation Marks

Harry, are you going to the ball game? asked Joe.

No, I'm not going to-day, answered Harry.

I'm sorry. It's sure to be a good game, said Joe.

Yes, I know. But there'll be another game next Saturday. I'll go to that, said Harry, walking away.

Where should quotation marks be placed to show what each boy said in this conversation?

Written Exercise. — *Copy the conversation given above.* Place quotation marks where they belong.

— 172 —

COMMON ABBREVIATIONS

I. *Copy the abbreviations given in this lesson. After each abbreviation write what it stands for; thus,* —

Gen.	General	P. O.	Post Office
Rev.	Reverend	U. S.	United States
Supt.	Superintendent	R. R.	Railroad
Jr.	Junior	R. F. D.	Rural free delivery
Sr.	Senior	Co.	County or Company

II. *Copy from your geography the abbreviations used for your state and for other states in which you are interested; for the cardinal points.*

III. *Copy from your arithmetic ten abbreviations, and give their meaning.*

— 173 —

A LESSON IN POLITENESS

Why are quotation marks used in the following?

President Jefferson was a most sincere and courteous man. One day while riding with a grandson, he met an old slave who raised his cap and bowed politely. Jefferson returned the salute graciously, but his grandson took no notice of it. Turning to the boy, he said, "Thomas, do you permit a poor slave to be more of a gentleman than you are?"

Oral Exercise. — *Ask five questions about the story. Tell the story.*

Written Exercise. — *Copy the story.*

Word Study

Sincere means *true, honest, without affectation.*
Courteous means *polite, well-bred.*
Salute means *a sign of respect.*
Graciously means *kindly, courteously.*

— 174 —

Word Studies and Review

1. Write sentences using the following words. Which words are singular? plural? Which words show possession? How do they show it?

(*a*)	prince	princes	prince's
(*b*)	horse	horse's	horses'

2. What are abbreviations? What mark should follow abbreviations? Give examples.

3. Explain these contractions: *You're, it's, we'll, they've.*

— 175 —

THE KING AND THE CAKES

Read this story silently:—

Many, many years ago, there lived in England a king so wise and brave and good that he was called King Alfred the Great.

Once, in a war with the Danes, King Alfred sought shelter in the hut of a cowherd. The cowherd's wife did not know the king. Being obliged to leave the house, she asked him to watch some cakes that were baking for supper. This the king readily agreed to do, but no sooner had she gone than Alfred forgot all about the cakes and everything else except the troubles of his country.

Presently the woman returned and found her cakes all burnt to a crisp! She scolded the king soundly, you may be sure, but he said never a word in reply. Only to himself he said, "How can I be trusted to rule a kingdom wisely, when I cannot even keep cakes from burning?"

What kind of man was the king?

Find England on the map of Europe.

How did the Danes reach England from their country?

Look up other stories of King Alfred and tell them to show the kind of man he was.

Tell or write the story, as your teacher directs.

Word Study

Readily means *quickly, promptly.*
To direct means *to order how something is to be done.*

— 176 —

SWEET AND LOW

A Poem to be Learned by Heart

Listen: —

Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
Under the silver moon;
Sleep, my little one, sleep, my pretty one, sleep.

— ALFRED, LORD TENNYSON.

How like a song this poem sounds! The words seem to keep time with the mother as she rocks the baby she loves so tenderly. The poem is called a *lullaby* or cradle song. A lullaby is a song sung to quiet or lull babies to sleep.

This song has been set to pretty music. Sing it if you can.

— 177 —

LULLABIES

Home Reading

Many great poets have had their hearts stirred by the sight of a mother rocking her baby, and have, like Lord Tennyson, put their feeling into words. "Whatever dangers lurk without, baby is safe in mother's arms" say their songs, and so also says the pretty picture on this page.

Perhaps your mother or your teacher will read other lullabies to you that you may come to know the soft, singing, soothing sound of these songs. Here is a list of the best ones in English that you can understand: —

Japanese Lullaby. — Eugene Field.
Dutch Lullaby. — Eugene Field.
Norse Lullaby. — Eugene Field.
Sleep, Baby, Sleep. — German Cradle Song.
Lullaby of an Infant Chief. — Sir Walter Scott.
Hush! the Waves are Rolling in. — Old Gaelic Lullaby.
Rock-a-by, Lullaby. — J. G. Holland.

— 178 —

MEMORY GEMS

How Quotations Begin

Talk about the meaning of these sayings. Commit to memory the one that you like best: —

1. Sir Philip Sidney said, "They are never alone that are accompanied with noble thoughts."
2. James Russell Lowell wrote to a friend, "We do not know how cheap the seeds of happiness are, or we would scatter them oftener."
3. George Washington made this statement, "It is better to be alone, than in bad company."

What words do the quotation marks inclose in the first sentence? Whose words are they? With what kind of letter does the quotation begin? What mark separates the quotation from the rest of the sentence.

Ask the same questions about sentences 2 and 3.

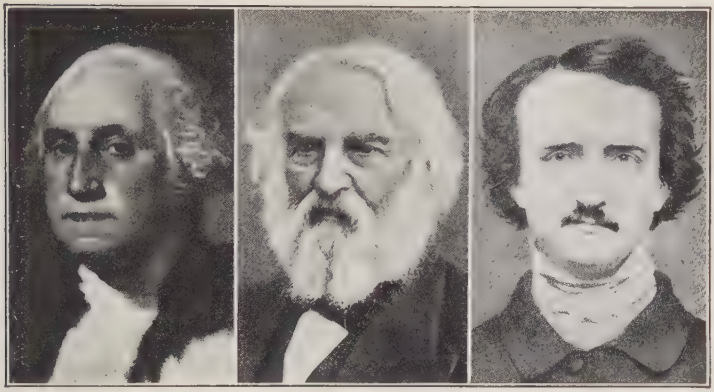
The first word of every quotation should begin with a capital letter.

A quotation is usually separated from the rest of the sentence by a comma.

Written Exercises. — I. *Copy the numbered sentences.*

II. *Ask three of your classmates a question.* ***Write*** *their answers on the blackboard in this form:* —

—— said, "—— —— ——."
—— replied, "—— —— ——."
—— answered, "—— —— ——."



WASHINGTON LONGFELLOW POE

— 179 —

GREAT AMERICANS AND LITTLE AMERICANS

I. Of the great Americans shown above, choose the one whom you most admire. Ask and answer questions about him, as follows: —

1. When and where he was born.
2. What he liked to do in his boyhood.
3. His school and early companions.
4. His greatest service for man or his country.
5. Words spoken or written by him.

II. Make up an interesting story about the person you choose.

III. Select one of the pictures shown above. Tell your choice to no one. Imagine that you are this person and tell about his deeds. Let the class guess your choice from what is said.

— 180 —

AN EXERCISE IN READING

The following paragraph is taken from a book called "The Youth of Washington." The story is told in a quaint way; it makes you think that George Washington is telling it about himself. What kind of boy do you think Washington was? How does his language differ from that of boys of to-day?

Sham Battles and Real Battles

In those days all the world was at war, and with us there was always the dread of Indian outbreaks. It was no wonder that I and other little fellows at Hobby's school played at soldiering. A lad named William Bustle, a fat, sturdy boy, was commander of the Indians, and in the woods we imitated the red men and the frontier farmers and passed from tree to tree throwing stones, or, in winter, snowballs, with mock scalping and much pulling of hair, which was worn long. This was interfered with one winter because Bustle hit me in the eye with a snowball in which was a stone, a thing not considered fair. My mother wished Bustle punished. My father said I must take care of my own quarrels, and this I did, for, being then ten years old, and very strong, as soon as I went back to school I gave Bustle a good beating.

—S. Weir Mitchell.

Oral Exercise. — *Tell the story of the real battle as you think Bustle told it.*

Dread means *great fear.* *Outbreak* means *uprising.*
Commander means *leader.* *Sturdy* means *strong.*
Frontier, the border of the settled part of a country.

— 181 —

HOW TITLES OF BOOKS ARE WRITTEN

The names given to books, stories, and the like are called **titles**. "The Youth of Washington," "Sham Battles and a Real Battle," are titles. When titles consist of more than one word, the first word and every important word should begin with a capital letter.

When the titles of books or pictures are spoken of in written sentences, they are usually inclosed in quotation marks, as you see in this lesson.

Exercises. — I. Why are capital letters used in the following sentences? *Copy the sentences:* —

1. A French artist drew "The First Step."
2. Children like "At Home after the First Voyage."
3. Have you read "Nights with Uncle Remus"?
4. Boys, read Molly Elliot Seawell's "Little Jarvis."
5. Girls, read Louisa M. Alcott's "Little Women."
6. Children, illustrate Stevenson's "Autumn Fires."

II. *Write the names of two books you have read this year. Use each name in a sentence.*

III. *Write a sentence containing the title of the poem you like best; of a picture; of a song.*

Review. — Who are spoken to in the fourth sentence? the fifth? the sixth? How is the name of the person spoken to separated from the rest of the sentence?

— 182 —

A SNOWBALL FIGHT

Write one or more paragraphs about a snowball fight.

Tell: —

When and where the fight occurred.

Whether you took part in the fight or only looked on.

Who the leader of each side was.

What the rule was about the snowballs.

How long the game lasted. Which side won the victory.

Whether there were any accidents.

What kind of game it was (good, poor, slow, fair, unfair).

Think of titles for your story. Can it be called "A Fine Victory" or "A Crushing Defeat"? Why do you think so?

— 183 —

WORD STUDIES

I. Have and Get

To get means *to obtain. To have* means *to possess; to own;* as, I sent him *to get* the ticket. I *have* it now.

Repeat the following sentences: —

1. Have you a ticket? No, I have none.
2. Has Leo a ticket? No, he hasn't any.
3. John has gone to get tickets for us all.
4. Where did he go to get them?
5. Have you a nickel? Yes, I have two.
6. Where did you get them? I sold twenty papers.
7. Have you more papers to sell? No, I haven't a single one left. I must get some at the newspaper office.

II. Yes and No

Notice the words *Yes* and *No* in the sentences given above. What mark is used after each?

Sometimes *Yes* and *No* do the work of a whole sentence. In that case, they are followed by the marks with which sentences close; thus, —

Are you ready? Yes.
Is it raining? No.
Let's stay at home! No!

Written Exercises. — *Write five questions. Write answers using* Yes *or* No *as parts of the answer.*

— 184 —

CORNELIA AND HER JEWELS

Indenting the Paragraph

Cornelia was a lovely lady who lived in Rome many, many years ago. She had two boys, and never did mother and sons love each other more tenderly than they. "How beautiful our mother is!" the boys would say softly, as they saw her go about the house and garden. "How fortunate I am to have two such sons!" the mother would think, as she watched them at their studies or their games.

One day a lady, dressed in the richest of silks and wearing the costliest of jewels, came to call upon Cornelia. She brought with her a casket of wonderful beauty. Presently the lady took from the casket rare jewels of all kinds and showed them to Cornelia. The latter thought them exquisite. When the last gem had been brought out, the visitor said: "I have shown you all my jewels. Pray, where are yours?"

At this moment, Cornelia's boys returned from school and came up to greet their mother. Putting her arms about them, Cornelia said proudly: "These are my jewels. There are none more precious in Rome; no, nor in all the world!"

Exercises. — *Read this story silently until you know it well. Ask questions about it. Tell it to some one.*

How many paragraphs in the story?

How do you show where each new paragraph begins?

Cornelia's sons grew up to be brave and noble men. With such a mother to train them, you do not wonder at this, do you? Find Rome on a map of Europe.

Word Study

To indent means *to set words in* from the margin of a page to indicate the beginning of a paragraph.

Repeat and use in sentences: —

wear	wore	has worn
take	took	has taken
show	showed	has shown
bring	brought	has brought

— 185 —

CHARACTERS IN A STORY

Study the story on page 184 to find out all you can about the persons spoken of in it.

Who are they? Who is the principal one?

Tell all about Cornelia: Where she lived; how she looked; whom she loved; what she thought. In which paragraph is this told?

What acquaintance had Cornelia? What kind of person was she? In which paragraph is this told?

What things did Cornelia value most? How do you know this?

Which person do you admire more? Why?

— 186 —

PLAN FOR HOME STUDY OF A READING LESSON

More important than anything your teacher does for you are the things you do for yourself. The best of all your learning is learning how to study. Like everything else the art of study is learned through practice. Talk with your teacher about this.

Prepare a reading lesson, as follows : —

1. What is the topic or title of the lesson?
2. What does each paragraph tell about?
3. What new words occur?
4. What is their meaning? Where do you learn this?
5. Repeat difficult words selected by the teacher.
6. Read the lesson aloud to some one, if possible.

— 187 —

A MODERN CORNELIA

Look at the picture. Tell what it tells you.

Queen Louise lived in Germany and was greatly beloved by her people. Does this picture help you to understand why?

Oral Exercise. — *Find Germany on a map of Europe, and talk about a journey to that country.*

Written Exercise. — *Write sentences about the picture.*

Talk about your sentences. Arrange them in two paragraphs, one telling about the people, the other the place where they are walking.

What story suggested the title of this lesson? Why?

What other titles can you suggest for the picture? Which is the best title mentioned? Why?

Spelling. — *Learn the spelling and use of —*

father	sister	niece	kith
mother	brother	nephew	kin
son	aunt	cousin	kindred
daughter	uncle	relative	family

Steffeck

QUEEN LOUISE AND HER SONS

— 188 —

HONEY BEES

Nature Study and Language

If possible, make a special study of the honey bee. Interesting points to observe are these: —

I. *The bee.*

Head, body, legs, wings, feelers, sting.

II. *The comb.*

Shape of cell, size for worker, drone, queen.

III. *Life in and out of the hive.*

Division of labor (worker, drone, queen), care of young, swarming.

IV. *The honey.*

Sources of, kinds, and uses.

V. *The bee in song and story.*

Exercises. — I. *Tell orally or in writing what you have observed, heard, or read about any of the above.*

Make good sentences. Arrange them in good order. Spell correctly. Pronounce all words distinctly.

II. *Write from dictation:* —

Bees

Bees don't care about the snow;
I can tell you why that's so;
Once I caught a little bee
Who was much too warm for me.

—F. D. SHERMAN.

—— 189 ——

INSIDE THE GARDEN GATE[1]

Grandmother's garden was a beautiful place, — more beautiful than all the shop windows in the city; for there was a flower or grass for every color in the rainbow, with great white lilies, standing up so straight and tall, to remind you that a whole rainbow of light was needed to make them so pure and white.

There were pinks and marigolds and prince's-feathers, with bachelor's-buttons and Johny-jump-ups to keep them company. There were gay poppies and gaudy tulips, and large important peonies and fine Duchess roses in pink satin dresses.

There were soft velvet pansies and tall blue flags, and broad ribbon-grasses that the fairies might have used for sashes; and mint and thyme and balm and rosemary everywhere, to make the garden sweet; so it was no wonder that every year the garden was full of visitors.

— MAUD LINDSAY, "Mother Stories."

Do you think "Grandmother's garden" pretty?
Would you like to visit it? At what season?
What flowers would you find in it?
What other visitors might be there?
Pick a bouquet of the flowers you like best.
Would you add to the garden any of the flowers named in the lines on page 120?

Written Exercise. — *Copy the names of five common garden flowers, and the word which describes each.*

[1] Used by courtesy of Milton Bradley Company, Publishers, Springfield, Mass.

— 190 —

A STORY TO BE TOLD EXACTLY

Peggy, a pretty milkmaid, was carrying a pail of milk on her head. As she tripped along, she was busily thinking of all the fine things she would buy when she had sold the milk. Said she, "I'll buy some eggs. They'll soon hatch out into fine chicks. These I'll sell at a good price, and then I'll buy myself the prettiest gown and hat in the village. The next time I go to market all the young men will come out to meet me! Reuben Allen will see them come. How jealous he will be! But I'll not care, not I! I'll just toss my head, so!" As she thought of Reuben, she tossed her head and down fell the pail to the ground.

When poor Peggy's mistress heard what had happened, she said, "Ah, foolish girl, don't count your chickens before they are hatched!"

Picture Peggy tripping along, pail on head — Peggy's fancied meeting with Reuben, what happened? — Peggy with her mistress, what did the latter say?

— 191 —

THE GOOSE WITH THE GOLDEN EGGS

One morning a countryman went to the nest of his goose. To his surprise and delight, he found an egg of pure gold. Every morning the same thing occurred, and he soon became rich by selling the eggs. As he grew rich, he grew greedy. Hoping to get at once all the gold the goose could give, he killed it and opened it only to find — nothing.

In the fable notice the mark (—). It is called a **dash**. The dash in this case shows that what follows is unexpected. What did the countryman expect to find in the goose? What did he find? Was this unexpected? Was he served right?

Written Exercise. — *Write the fab*
Compare what you have writ
Which sounds bette

1. What i
2. What
3. Witl

begin?

— 193 —

A WORD PICTURE IN PROSE

Read; close books; tell what you have read: —

Have you heard of the beautiful Hudson River? Do you know its interesting story? Go with me to the green forests of the Adirondacks, and listen to the music of brooks, which leap down the mountainside and hurry on until they reach some still, dark lake. Then out again they slip and slide through pleasant valleys into a broad sunny plain. Here they unite their waters and form one of the noblest streams of the United States, the Hudson.

Joined by other streams, small and great, the Hudson becomes a mighty river, which sweeps majestically southward on its journey to the sea. Past sleepy countryside [illegible] city wharf, between beautiful highlands, under [illegible]res, it flows on until at last its waters [illegible] sea. Do you wonder that trav- [illegible]ee this beautiful river?

[illegible]he watch for it.

[illegible]lescriptions or

[illegible]s seen in: —

[illegible]ivers, ponds,

[illegible]*tures*

— 194 —

THE BROOK

Listen while your teacher reads. Try to hear the changing music of the brook's song and see the dance of sunbeams on its waters. Then read the poem.

In imagination follow the water as it steals away from quiet *haunts*, and flows from place to place, until it joins the "brimming river."

Commit to memory, as your teacher directs.

I come from haunts of coot and hern,
I make a sudden sally,
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

Till last by Philip's farm I flow,
To join the brimming river,
For men may come and men may go,
But I go on forever.

I chatter over stony ways
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.

And here and there a foamy flake
Upon me, as I travel
With many a silvery waterbreak
Above the golden gravel,

And draw them all along, and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars,
I loiter round my cresses:

And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

— ALFRED, LORD TENNYSON.

— 195 —

AN UNEXPECTED BATH

I. Boy, aged ten — girl, aged seven — on bank of stream. Boy, fishing rod in hand — girl, hat tied under chin, playing and watching cork dance in water — talking.

II. A nibble, a bite — girl springs for pole — slips — boy catches hat — strings break — down! Seizes dress — saved!

Does the sketch given above hint to you what happened? *Tell the whole story. Write it.*

Word Study

They sit.	*They sat.*	*They have sat.*
She springs.	*She sprang.*	*She has sprung.*
He catches.	*He caught.*	*He has caught.*
The string breaks.	*The string broke.*	*The string has broken.*
She sinks.	*She sank.*	*She has sunk.*
The ducks fly.	*The ducks flew.*	*The ducks have flown.*
The tortoise falls.	*The tortoise fell.*	*The tortoise has fallen.*
They grow.	*They grew.*	*They have grown.*

Make the sentences more interesting by adding to them.

Copy sentence 6. What kind of sentence is it? Change it to a question; a command; an exclamation.

— 196 —

FISHERMAN'S LUCK

Learn all that this picture has to tell you. Where do you think the boys are? What are they doing? What will they do next? What luck do you wish them to have?

Make up a story to go with the picture. Begin with: *One fine day in* ——. Be sure to tell what luck the boys had, and how they felt about it.

Do not begin any sentence with the word *and*.

— 197 —

WRITTEN EXERCISE

Write sentences about a day spent out of doors. Tell when it was; what time you left home; where you went; who went with you; what you did; what kind of time you had.

Express what you have to say in complete sentences, arranged in good order. Use capital letters and periods properly. Spell your words correctly.

Read aloud what you have written. Is it an interesting story? Have the sentences a pleasing sound?

—— 198 ——

A FAIRY GODMOTHER

Description of a Person

Listen while some one reads the following description of a fairy godmother. You will find it in a story called "The Little Lame Prince."

"She was a little old woman dressed all in gray: gray gown; gray hooded cloak, of a material excessively fine, and a tint that seemed perpetually changing, like the gray of an evening sky.

"Her hair was gray, and her eyes also — even her complexion had a soft gray shadow over it. But there was nothing unpleasantly old about her, and her smile was as sweet as the Prince's own, which stole over his pale little face the instant she came near enough to touch him."

— DINAH MULOCK CRAIK.

Would you like to see this kindly old fairy?

Shut your eyes and try to see her picture; think of: —

1. The little old fairy.
2. Her dress.
3. Her hair, eyes, complexion.
4. Her smile and its effect upon the Prince. Read the description aloud, that your classmates may get the same picture you have in mind.

If you were to paint a picture, what color would you try to have in 1, 2, 3?

Millais

CHERRY RIPE

— 199 —

CHERRY RIPE

A Picture Lesson

Whose picture is this? What artist painted the original? At what season do you think it was painted? Why?

Where is this dainty little maiden? Is she dressed in everyday costume? Is it pretty?

Tell about these things: —

The quaint mob cap surrounding her golden hair, the dress, the shoes, the hands, the cherries, the log, the flowers, the trees.

The expression, and how it makes you feel toward the little girl.

Living Pictures. — With your teacher's permission play living pictures. Select a little girl. Ask her to make as good a living picture as she can. Copy the picture as closely as possible.

Exercise. — *Write from dictation:* —

Beautiful faces are those that wear —
It matters little if dark or fair —
Whole-souled honesty printed there.

Beautiful hands are those that do
Work that is earnest, brave, and true;
Moment by moment the long day through.

Beautiful feet are those that go
On kindly errands to and fro —
Down humblest ways, if God wills it so.

— 200 —

GOODY TWO SHOES

Children read with great delight a famous story called "Goody Two Shoes." Here are some parts of the story; *Little Margery* is *Goody Two Shoes:* —

Little Margery wanted of all things to learn to read. For this purpose she used to meet the little boys and girls as they came from school, borrow their books, and sit down and read till they returned. By this means she found that only twenty-six letters are required to spell all the words in the world; but as some of these letters are large and some small, she, with her knife, cut out of several pieces of wood ten sets of small letters and six sets of large ones. Having got an old spelling book, she made her companions set up all the words they wanted to spell, and after that she taught them to compose sentences. You know what a sentence is, my dear? "*I will be good,*" is a sentence. It is made up, as you see, of several words.

The usual manner of spelling, or carrying on the game, as they called it, was this: Suppose the word to be spelled was plum pudding (and who can suppose a better?); the children were placed in a circle, and the first brought the letter "p," the next "l," the next "u," the next "m," and so on till the whole word was spelled; and if any one brought a wrong letter, he was to pay a fine, or play no more.

Oral Exercise. — *Tell about Goody Two Shoes. What kind of girl was she? Why do you think so? Explain the game the children played.*

— 201 —

THE ALPHABET

One morning Margery tapped at the door of a farm-house. Tap, tap, tap.

"Who's there?"

"Only little Goody Two Shoes," answered Margery, "come to teach Billy."

Then out came the little boy, "How do, Doody Two Shoes?" said he, not able to speak plainly. Yet this little boy had learned all his letters; for she threw down the alphabet mixed together thus, — b, d, f, h, k, m, o, q, s, u, w, y, z, j, a, c, e, g, i, l, n, p, r, t, v, x, — and he picked them up, called them by their right names, and put them all in order.

Exercises. — I. *Write the letters as they were after Billy set them right.* The letters form the English **alphabet.** *Say the alphabet aloud.*

II. Name the initial letter of each word below. *Copy the words in the order of the alphabet:* —

Read, word, letter, sound, alphabet, talk, make, known, question, ink, period, end, comma, day, year, use, gold, home, family, obey, very, nest, book, zero, Jane, Xerxes.

III. *Find every letter of the alphabet:* —

God gives the grazing ox his meat,
  He quickly hears the sheep's low cry;
But man, who takes His finest wheat,
  Should lift his joyful praises high.

Arrange the above words in alphabetic order.

— 202 —

VOWELS AND CONSONANTS

Written words are made of letters; spoken words are made of sounds. The letters you write stand in place of the sounds you say.

Some of the letters of the alphabet, like some people, have so much to do! Poor *A* has to stand for seven different sounds! How can that be? *Listen: āte, ăt, ärc, all, ask, câre, senate.* Look in a reader or a dictionary for the sounds of *a, e, i, o, u.*

Not all the letters are so overworked, however. Some, like *k, p, t,* when they stand alone in a word, always have the same sound; and very little sound they have, just a breath.

To show this difference in the sound of letters, the names **vowel** and **consonant** are used. *Study this list:* —

Vowels: *a, e, i, o, u, (w), (y).*

Consonants: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, (w), x, (y), z.*

No English word is without at least one vowel, but some words, like *a, I,* and *O,* have no consonant.

O moon! in the night I have seen you sailing
And shining so round and low;
You were bright! ah bright! but your light is failing —
You are nothing now but a bow.

You moon, have you done something wrong in heaven
That God has hidden your face?
I hope, if you have, you will soon be forgiven,
And shine again in your place.

—JEAN INGELOW.

— 203 —

THE WORDS *A, AN*

Be careful in using the little words a *and* an.

A is used before words beginning with a **consonant sound.**

An is used before words beginning with a **vowel sound.**

Exercises. — *Use* a *or* an *with the following:* —

1. arrow, bow; ear, hand; end, beginning; image, statue; ox, cow; order, signal; upper, lower.

2. —— early train; —— good joke; —— awful storm; —— ugly weed; —— pretty sight; —— old story; —— useful tool; —— odd number; —— homesick child; —— unwelcome visitor; —— idle fellow; —— quiet room; —— inky finger; —— hour of pleasure; —— year of plenty; —— honest answer.

— 204 —

SYLLABLES

Read these words thoughtfully; say them carefully: —

1. thought	2. thought ful	3. thought ful ness
4. care	5. care less	6. care less ness

Spell the first word. Find the same combination of letters as a part of the second word; of the third.

The part selected is a **syllable** in each word.

Study the words 4, 5, 6, *in the same way.*

Thought and *care* are words of one syllable. How many syllables in the numbered words? How many in each word in this lesson?

J. Dupré

MILKING TIME

— 205 —

A PICTURE LESSON

Is the above scene one in our country? Why do you think so? What season of the year is shown in the picture? What time of day? What kind of people and things do you think the artist likes to paint? Do you care for such scenes?

Exercises. — 1. *Name every object in the picture. Tell:* — What it is; what it does; how it appears.

II. *Tell all you can about the uses of the cow; of milk.*

— 206 —

TESTS IN SPELLING

Write from dictation the following: —

The cow belongs to the region of good, green grass. She is the true grazing animal. That broad, smooth, always dewy nose of hers is just the suggestion of green-sward. She caresses the grass; she sweeps off the ends of the leaves; she reaps it with the soft sickle of her tongue. She crops close, but she does not bruise or devour the turf like the horse. She is the sward's best friend, and will make it thick and smooth as a carpet.

— JOHN BURROUGHS.

Milking Time

When the cows come home the milk is coming;
Honey's made while the bees are humming;
Duck and drake on the rushy lake,
And the deer live safe in the breezy brake;
And timid, funny, brisk little bunny
Winks his nose, and sits all sunny.

— CHRISTINA G. ROSSETTI.

Copy, and separate into the syllables: —

writing	written	correct	several	hoping
daily	coming	until	business	doctor
hopping	friendly	using	syllable	county
knowing	every	Tuesday	language	expect
excuse	weather	truly	February	answer
avenue	always	obliged	Wednesday	Saturday

— 207 —

WHAT IS A BIRD?

A Reading Lesson

Read this conversation. Observe the punctuation. Close your book and repeat all that you can.

"Who can tell me exactly what a bird is? You all may think you know, but can you put your thoughts into words?" said Grey Lady.

"A bird isn't a plant; it is an animal," said Tommy Todd.

"Yes, but a cat is an animal, and a snake, and a horse; and we are animals ourselves."

"A bird is a flying animal," returned Sarah.

"Very true, but so is a bat, and, as you know, a bat has fur and looks very like a mouse, and a bird does not," said Grey Lady. Then she added :—

"Ah, you give it up. Very well, listen and remember. A bird is the only animal which has feathers! With his hollow bones filled with buoyant warm air, and covered with these strong pinions, he rows through the air as we row a boat through the water with the oars, balancing himself with these wings, also steering himself with them and with his tail made of stiff feathers and shaped to his particular need. His small feathers laid close, overlapping each other like shingles, and bedded on an overcoat of down, are his clothes, protecting him from heat, cold, and wet."

— MABEL OSGOOD WRIGHT.

Written Exercises. — I. *Write the first five lines from dictation.* Correct them by comparison with the book.

II. *Write a paragraph telling what a bird is.*

— 208 —

PRACTICE IN EXPLAINING

I. *Fill in a word that names something interesting to boys and girls of your age; then explain:* —

How to make ——.	How to do ——.
How to play ——.	How to feed ——
How to go to ——.	How to cook ——.

II. Birds build their nests and get their food in various ways. Keep eyes and ears open to learn about them. Explain why some birds are called by each of the following names: —

miner	tailor	basket maker	decorator
mason	weaver	carpenter	upholsterer

— 209 —

A LIFE HISTORY

Find cocoons like that shown on this page.

Give the cocoons proper care, soaking them occasionally in water, if they are kept in the schoolroom.

Observe carefully what happens.

Prepare together at different times five paragraphs, as called for below. Correct and copy each paragraph into your notebook in good order. Give the whole work the title of this lesson, or a better one, if you can think of one.

Names or topics of paragraphs to be written: —

1. *Cocoon*, a nest of silk. Covering, lining, doorway. Reasons for each.

2. *Pupa*, image of what is to be. Skin covering, good packing, skin shedding.

3. *Moth, a Fly-by-Night.* The name and its story: gummy solution, horny pushers, first appearance, stretching, beautiful markings, small need of food, short life, time and manner of flight.

4. *Eggs*, where laid, color, size, fate of.

5. *Caterpillar*, a gourmand and a worker. Skin changes, time and length of meals, selecting a site for the cocoon, weaving a winter cradle.

— 210 —

INSECT LIFE

How many of the following insects do you know by sight? Which are useful to man? harmful? in what way? *Learn to spell each name:* —

Bee, ladybug, dragon fly, wasp, hornet, gypsy moth, codling moth, ant, fly, mosquito, tussock moth, potato beetle, clothes moth, tent caterpillar, boll weevil.

How can you help in getting rid of injurious insects?

— 211 —

FOUR-LEAF CLOVER

The Study of a Poem

I know a place where the sun is like gold,
And the cherry blooms burst with snow,
And down underneath is the loveliest nook,
Where the four-leaf clovers grow.

One leaf is for hope, and one is for faith,
And one is for love, you know,
And God put another in for luck —
If you search, you will find where they grow.

But you must have hope, and you must have faith,
You must love and be strong — and so —
If you work, if you wait, you will find the place
Where the four-leaf clovers grow.

— Ella Higginson.

Read the poem. What picture do you get from the first stanza?

Has clover ever made you think such beautiful thoughts as are expressed in the poem? What is the *snow* of the "cherry blooms"? What is a *nook?* How many leaves does clover commonly have? What does the poet say about each leaf? Why was another leaf added?

How can you be sure of good fortune, even if you never find a four-leaf clover?

Learn the poem by heart, and take to heart the lesson of the last stanza.

— 212 —

THE HYPHEN

What do the following sentences mean?

1. One to-day is worth two to-morrows.
2. To be good is to be happy.
3. Write it on your heart that every day is the best day of the year.

Notice the word *to-day*. It is made of two parts, *to* and *day*, each of which may be used as a separate word. The mark (-) which joins them is called a **hyphen.**

The hyphen is also used at the end of a line to show that part of a word is carried over to the next line.

Words of one syllable cannot be divided. The last letter written on a line must be the last letter of a **whole word,** or of a **whole syllable.**

Written Exercises. — I. *Copy from your arithmetic the names of the numbers from twenty to thirty.*

II. *Write from dictation:* —

1. A merry heart goes all the day,
   Your sad tires in a mile-a. — SHAKESPEARE.

2. Stay, stay at home, my heart, and rest;
   Home-keeping hearts are happiest,
   For those that wander they know not where
   Are full of trouble and full of care;
   To stay at home is best. — LONGFELLOW.

— 213 —

NICE PRONUNCIATION OF WORDS

Much of the beauty of poetry depends upon the sound of the words used. If the words are carelessly spoken, the beauty of the verse is lost. Vowels are not the only letters to be regarded in spoken words; consonants also deserve care.

Listen while your teacher reads: —

Hie Away

Hie away, hie away!
Over bank and over brae,
Where the copsewood is the greenest,
Where the fountains glisten sheenest,
Where the lady fern grows strongest,
Where the morning dew lies longest,
Where the blackcock sweetest sips it,
Where the fairy latest trips it:
Hie to haunts right seldom seen,
Lovely, lonesome, cool, and green,
Over bank and over brae,
Hie away, hie away!

— Sir Walter Scott.

Before you read the lines aloud, *practice the pronunciation of these words;* say each syllable distinctly: —

Brae rhymes with way. Dew rhymes with few.

fern	greenest	strongest	sweetest	sips it
haunts	sheenest	longest	latest	trips it

— 214 —

THE PIPER

Listen: —

Piping down the valleys wild,
Piping songs of pleasant glee,
On a cloud I saw a child,
And he, laughing, said to me: —

"Pipe a song about a lamb:"
So I piped with merry cheer.
"Piper, pipe that song again:"
So I piped: he wept to hear.

"Drop thy pipe, thy happy pipe,
Sing thy songs of happy cheer:"
So I sung the same again,
While he wept with joy to hear.

"Piper, sit thee down and write
In a book that all may read —"
So he vanished from my sight;
And I plucked a hollow reed,

And I made a rural pen,
And I stained the water clear,
And I wrote my happy songs
Every child may joy to hear.

— WILLIAM BLAKE.

Is "The Piper" a good title for the above poem? Why do you say so?

Pronounce distinctly the word *pipe* and all other words in the poem that are formed from *pipe*.

Rural means *belonging to the country*. *Glee* means *joy*.

— 215 —

HOME GEOGRAPHY

A Study of the Neighborhood

I. In what kind of neighborhood do you live?

Use the words *city*, *suburban*, or *rural* in answering.

Give the name and location of the place in which your neighborhood is situated. Point it out on a map.

II. Who are your nearest neighbors?

Name other people who live near you.

What is the rule for writing their names and titles?

III. Are there gardens or farms near your home?

If so, tell who works there; what do they raise?

Are there factories near you? What kind?

What is done in them? When do the men begin work? When do they stop? How many hours a day do they work?

Do you live near mines or quarries?

If so, tell all you can about them.

IV. What makes a neighborhood safe, healthful, and pleasant? Tell all you can.

— 216 —

A SPELLING LESSON

Spell orally; use in written sentences:—

north	city	lane	farmer	lamplighter
east	town	road	miner	policeman
south	ward	alley	gardener	fireman
west	village	street	clerk	postman
compass	country	highway	workingman	servant

— 217 —

HOW NATURE PROTECTS ANIMAL LIFE

The Semicolon

Read; discuss; write from dictation: —

It was now the last week in February. Every one was on the lookout for new arrivals from the South.

"Look out of the window, Sarah! Do you see two bluebirds in the branches of the old pear tree? No? Look again; they are in the top, where the blue sky shows through the smaller limbs."

"Oh, yes! now I see; I did not notice at first, because the blue of their backs came right against the sky and matched it."

"Yes, and the light underparts match the snow and the ruddy breast the fresh earth, so Bluebird's beauty is his protection also."

— MABEL OSGOOD WRIGHT (*adapted*).

Exercises. — I. *Tell all you have heard or observed about the protective coloring of birds; of bears; of caterpillars and other insects.*

II. *Account, so far as you can, for all punctuation marks used in the exercise.* The mark (;) is called a **semicolon**; it is used to separate a sentence into parts.

III. *Study the bluebird, as follows:* —

1. Arrival at your home.
2. Appearance and song.
3. Home-loving disposition, nesting and feeding habits.
4. Distribution. — How can you invite Bluebird?
5. Literature. — What does each of these bird-lovers say about Bluebird? — John Burroughs, Olive Thorne Miller.

— 218 —

THE BLUEBIRD[1]

I know the song that the bluebird is singing,
Out in the apple tree where he is swinging,
Brave little fellow! the skies may be dreary,
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple tree, swinging and swaying:

"Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark! while I sing you a message of cheer,
Summer is coming, and springtime is here!

"Little white snowdrop, I pray you, arise;
Bright yellow crocus, come, open your eyes;
Sweet little violets, hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils! say, do you hear?
Summer is coming, and springtime is here."

—EMILY HUNTINGTON MILLER.

Read the poem aloud in the most cheerful and musical way you can.

How do you think Mrs. Miller knew that the *bluebird* had arrived? Why does she call him *brave?*

What does she say about his message? To what is this message addressed? Tell about each one.

[1] By permission of the author.

— 219 —

A FAITHFUL SERVANT

In Philadelphia, the City of Brotherly Love, an old man was once seen carefully leading an old broken-down horse. A passer-by asked him where he was going.

"I am looking for a bit of green grass for this poor beast," he answered.

"I'd send him to the boneyard or the glue factory," returned the first speaker, with a sneer.

"You would!" exclaimed the old man. "If a horse had been your best friend, helping you to earn food and shelter for your family for twenty-five years, would you treat him cruelly in his old age? Sir, this horse has carried me and my family to work and to church, and he shall die like an honorable old horse, and I will bury him with these old hands. No one shall ever abuse old Dobbin, for if I die first, there is money to pay for his care."

"I beg your pardon," said the stranger. "There is a difference in people."

"Yes, and in horses, too," said Dobbin's master.

Tell what you think of the two men in the above story.

Give the history of a day during which you saw an act of kindness performed. Describe the act fully.

Word Practice

Use in sentences the following words: —

Isn't, aren't, doesn't, were; see, saw, seen; go, went, gone; run, ran, run; sing, sang, sung; come, came, come; bring, brought; fall, fell, fallen; ring, rang, rung.

— 220 —

WHAT IS THE REAL GOOD?

"What is the real good?"
I asked in musing mood.
"Order," said the law court;
"Knowledge," said the school;
"Truth," said the wise man;
"Pleasure," said the fool;
"Love," said the maiden;
"Beauty," said the page;
"Freedom," said the dreamer;
"Home," said the sage;
"Fame," said the soldier;
"Equity," the seer —
Spake my heart full sadly:
"The answer is not here."
Then, within my bosom,
Softly, this I heard:
"Each heart holds the secret —
Kindness is the word."

—John Boyle O'Reilly.

What unfamiliar words occur in the lines?

How can you learn their meaning?

Which words name persons? Which name qualities of mind or heart?

Which of the qualities named does the poet prize most highly? Do you agree with him?

Tell about the quotation marks.

Exercise. — *Copy the lines into your notebook.*

— 221 —

CHARACTER STUDIES

One of the most delightful things about books is that they bring into our life so many new people. The "land of Story-books" is full of interesting people, hundreds and hundreds of them. Even this one little book has made you acquainted with a goodly number.

There are the boys and girls the illustrator has drawn for you, like Marian Brown, and the bonfire boy. Do you think that they resemble boys and girls whom you see every day? You must choose names for every one of them.

Besides these, there are the French children gazing into the toyshop, the sailor boy and his brothers and sisters, the two mischief makers "Before the Judge," Willie Winkie, and Polly Rockwell with her school exercise, and, last but not least, talkative little Thomas Edison Long. Do they not seem as familiar to you as your schoolmates?

Can you remember also stories which make you acquainted with great men, — Washington, and King Alfred; with ladies and gentlemen like Cornelia and President Jefferson: and with the prince of story-tellers, Æsop, and his animal folk?

Have you learned to know and to appreciate the good qualities of our animal friends, the dog, the cat and others? Name as many as you can.

Think of all the characters you have come to know as you have studied this book. Tell: —

I. Which is your favorite among all the boys? Which is your favorite among all the girls? Tell why.

II. Which is your favorite character among the great men named? Which act of kindness do you think the most graceful and admirable?

III. Which is your favorite among the Picture Studies?

IV. Which is your favorite poem? your favorite story? fable? lullaby? study of nature?

— 222 —

COLUMBUS

A Study of Life and Character

Learn all you can about a man who kept on and on in a great purpose.

I. Home: parents, occupation of father; house: material of which it was built, windows, fireplace, the games which he played; school: kept by the weavers, his studies, how much geography he studied, how the maps differed from ours.

II. Surroundings: Genoa, — situation, walls, streets, washing places, cathedrals; palaces, ware-houses; fairs.

III. Begins his life work: study of maps and charts; makes them for a living; monasteries; before the courts of Spain and Portugal.

IV. Voyages: preparation for the first voyage; ships, compare with present; on the ocean, discovery, return; other voyages; death and burial.

— 223 —

SWEET PEAS

Here are sweet peas, on tiptoe for a flight:
With wings of gentle flush o'er delicate white,
And taper fingers catching at all things,
To bind them all about with tiny rings.

—JOHN KEATS.

Can you see word pictures more plainly than when you began the study of English? Read one you like.

— 224 —

THE USE OF SENTENCES. A REVIEW

Study each of the following sentences to learn whether the writer used it to **tell** something, to **ask** something, to **command** something to be done, or to **show** vividly the **feeling** of his heart.

Write the sentences from dictation: —

1. Little Ellie sits alone.
2. How beautiful is the rain!
3. The moon gives you light.
4. My heart gives you love.
5. There's no place like home!
6. Drink, pretty creature, drink.
7. Who is Sylvia? What is she?
8. I once had a sweet little doll, dears.
9. What is the little one thinking about?
10. A boy's will is the wind's will.
11. Men's hats are for sale here.
12. Was Daniel in the lion's den?
13. July 4, 1776, will never be forgotten.

— 225 —

A FAREWELL

When people who love each other and who have been long together go away, the one from the other, do you think that they find it easy to bid farewell? Farewell! what a word it is. *Fare you well*, it means.

My fairest child, I have no song to give you;
No lark could pipe to skies so dull and gray;
Yet, ere we part, one lesson I can leave you
For every day.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them all day long:
And so make life, death, and that vast forever
One grand, sweet song.

— CHARLES KINGSLEY.

There is another and more beautiful word spoken at parting — Good-by. *God be with ye*, it means.

Good-by.

APPENDIX

A. THE LAND OF STORY-BOOKS

For the Teacher:

Dreams, books, are each a world; and books, we know,
Are a substantial world, both pure and good;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.

— *William Wordsworth.*

I. Books that Third and Fourth Grades enjoy: —

The Fables of Æsop	Joseph Jacobs.
Nonsense Books	Edward Lear.
Brownie Books (several volumes)	Palmer Cox.
The Adventures of a Brownie	Dinah Mulock Craik.
The Children's Book	Horace E. Scudder.
Fables and Folk Stories	Horace E. Scudder.
Cat Stories	H. H. Jackson.
Buz-buz	C. S. Pratt.
Calendar Stories	M. P. Boyle.
Big and Little People of Other Lands	E. R. Shaw.
The Snow Baby	Josephine D. Peary.
The Seven Little Sisters	Jane Andrews.
Five Little Peppers	Margaret Sidney.
The Sandman (his Farm Stories)	William J. Hopkins.
The Sandman (more Farm Stories)	William J. Hopkins.
Five Minute Stories	Laura E. Richards.
Fifty Famous Stories Retold	James Baldwin.
Just-so Stories	Rudyard Kipling.
Stories of Heroic Deeds	James Johonnot.
Stories of Great Americans for Little Americans	Edward Eggleston.

The Book of Knight and Barbara	David Starr Jordan.
Toby Tyler	James Otis.
The Lonesomest Doll	Abbie Farwell Brown.
A History of Little Goody Two Shoes	Edited by C. Welsh.
Household Stories	J. L. and W. K. Grimm.
Fairy Tales	H. C. Andersen.
Blue Fairy Book	Andrew Lang.
Alice's Adventures in Wonderland	Lewis Carroll.
Through the Looking-glass	Lewis Carroll.

II. **Books for those who read well : —**

The King of the Golden River	John Ruskin.
The Water Babies	Charles Kingsley.
Gods and Heroes	R. E. Francillon.
Fanciful Tales	F. R. Stockton.
A Wonder-Book	Nathaniel Hawthorne.
The Heroes	Charles Kingsley.
At the Back of the North Wind	George Macdonald.
The Peterkin Papers	Lucretia P. Hale.
The Jungle Books (2)	Rudyard Kipling.
The Nuremberg Stove	Louise de La Ramee.
Heidi	Johanna Spyri.
Jackanapes	J. H. Ewing.
The Little Lame Prince	D. Mulock Craik.
Pepper and Salt	Howard Pyle.
Boys of Other Countries	Bayard Taylor.
Little Jarvis	M. E. Seawell.
Story of a Bad Boy	T. B. Aldrich.
The Birds' Christmas Carol	K. D. Wiggin.
Little Women	Louisa M. Alcott.
Little Men	Louisa M. Alcott.
Two Little Confederates	Thomas Nelson Page.
Nights with Uncle Remus	Joel Chandler Harris.
Little Mr. Thimblefinger and His Queer Country	Joel Chandler Harris.

Stories of American Life and Adventure	Edward Eggleston.
Children of the Cold	Frederick Schwatka.
Juan and Juanita	F. C. Baylor.
My Own Fairy Book	Andrew Lang.
English Fairy Tales	Joseph Jacobs.

III. **Books to read aloud or show to Small Brothers and Sisters:—**

Book of Nursery Rhymes	Edited by C. Welsh.
Goops, and How to be Them	Gelett Burgess
Baby's Own Æsop	Illustrated by Walter Crane.
Mother Goose's Melodies	Edited by W. A. Wheeler.
A, Apple Pie	Kate Greenaway.
Two Well-worn Shoe Stories	John Hassal, C. C. W. Aldin.
Marigold Garden	Kate Greenaway.
Under the Window	Kate Greenaway.
Clean Peter, and the Children of Grubbylea	Ottilia Adelborg.
Slovenly Peter	Heinrich Hoffman.

IV. **Books for Mother's Hour with the Children:—**

Pinafore Palace	Wiggin and Smith.
The Posy Ring	Wiggin and Smith.
The Story Hour	Wiggin and Smith.
Mother Stories	Maud Lindsay.
A Book of Verses for Children	E. V. Lucas.
Another Book of Verses for Children	E. V. Lucas.
Fairy Tales Every Child Should Know, and other books of a series edited by	Hamilton Wright Mabie.
Stories Retold from St. Nicholas (several volumes)	
Tales from Shakespeare	Charles and Mary Lamb.

V. A Dozen Good Stories in Verse: —

1.	*The Frost*	Hannah Flagg Gould
2.	*The Owl and the Pussy Cat*	Edward Lear.
3.	*The Walrus and the Carpenter*	Lewis Carroll.
4.	*Farmer John* . . .	John T. Trowbridge.
5.	*A Night with a Wolf* .	Bayard Taylor.
6.	*The Duel*	Eugene Field.
7.	*The Battle of Blenheim* .	Robert Southey.
8.	*The Inchcape Rock* . .	Robert Southey.
9.	*Casabianca* . . .	Felicia Hemans.
10.	*The Bell of Atri* . .	Henry W. Longfellow.
11.	*Paul Revere's Ride* . .	Henry W. Longfellow.
12.	*The Pied Piper of Hamelin*	Robert Browning.

B. REVIEW OF RULES FOR CAPITAL LETTERS

Begin with a capital letter: —

1. The first word of every sentence.
2. The first word of every line of poetry.
3. The first word of every direct quotation.
4. Names of particular persons and places; as, Jack Frost, America.

NOTE. — The words *street*, *river*, *mountain*, etc., when joined to names usually begin with capitals; as, Franklin Street, the Hudson River, the Rocky Mountains. But there is also authority for writing these words without capitals; as, Franklin street, the Hudson river.

5. Names of the days of the week and the months of the year, but not of the seasons; as, Monday, August, spring.
6. Names of the Deity; as, In God we trust.
7. Titles of honor or office when used with a proper name; as, General Washington, Mayor Adam, Mrs. Estey.
8. Important words in the title of a book or composition; as, Sham Battles and a Real Battle.
9. The words *North*, *South*, *East*, and *West* when denoting parts of the country, but not when denoting direction; as, Cotton grows in the South; Boston is east of Buffalo.

10. The names of holidays; as, Thanksgiving.
11. The words I and O are always capitals.

C. REVIEW OF PUNCTUATION

I. A **period** is used: —

1. At the end of every statement and of many commands.
2. After an abbreviation; as, Mr., S.C., Co.
3. After an initial; as, R. L. Stevenson.

II. An **interrogation point** is used at the end of a question.

III. An **exclamation point** is used after words or sentences expressing strong feeling.

IV. The **comma.** — The following words and groups of words are usually separated from the rest of the sentence by a comma or commas: —

1. The name of a person addressed, — Sister, Jack is here.
2. A direct quotation, — "It was the cat," said the mouse.
3. The parts of dates and addresses: —
   George Washington was born Feb. 22, 1732.
   Mr. Clinton B. Stiles, Auburn, N.Y.
4. *Yes* or *no* when part of an answer: —
   Have you written the letter? Yes, I have written it.

V. The **hyphen** has two important uses: —

1. To separate parts of a compound word; as,
   Home-keeping hearts are happiest.
2. To show at the end of a line that a part of a word is carried over to the next line.

VI. The **apostrophe** has two important uses: —

1. To show the omission of a letter or letters in a contraction; as, All's well that ends well.
2. To denote possession; as, Hobson's choice.

VII **Quotation marks** are used to inclose direct quotations; as, "These are my jewels," said Cornelia.

VIII. The beginning of a paragraph is shown by indenting the first line.

INDEX

A, an, 187.
Abbreviate, defined, 51.
Abbreviations, 51, 77, 157.
Address, on envelope, 86; of business letters, 98; model form for, 100.
Æsop, 6, 152.
Æsop's Choice, 106.
Alcott, Louisa M., 88.
Aldrich, Thomas Bailey, 54, 128.
Alfred, King, story of, 159.
Allingham, William, 84.
Alphabet, the, 185.
A.M., abbreviation, 51.
And should not begin sentence, 180.
Andrews, Jane, 65, 123.
Animal friends and enemies, 150.
Animals, study of, 17.
Announce, defined, 149.
Apostrophe, in contractions, 64, 77, 141; and *s* to show ownership or possession, 130; use of, with singular and plural words, to show possession, 147.
Arena, defined, 153.
Ate, eaten, 127.
Ate, eight, 68.
Autumn, Farmer's Work in, 128.
Ave., Av., abbreviations, 51.

Bechstein, J. M., 26.
Bees, 172.
Bells, 148.
Bird of prey, defined, 11.
Bird Traveler, A, 70.
Birds, migration of, 21; Grey Lady and the, 190, 198.
Bird's Nest, A, 133.
Blake, William, 196.
Blow, blew, blown, 125.
Bluebirds, 198.
Body of letter, 80, 83, 99.
Bonfires, 102.
Books, titles of, 165.
Break, broke, broken, 179.
Bring, brought, brought, 169.
Browning, Robert, 74.
Burroughs, John, 189.
Business letters, 98–99.

Came, has come, 20.
Capital, capitol, 81.
Capitals:
  First word of line of poetry, 21, 76.
  First word of quotation, 162.
  First word of sentence, 76, 107.
  In addressing letters, 86–87.
  Initials, 13, 76.
  Names of days, 52, 76.
  Names of holidays, 53, 76, 140.
  Names of months, 52, 76.
  Names of persons, 12, 76.
  Names of places, 14, 76.
  Review of rules for, 210.
  Titles of books, pictures, etc., 165.
  Titles used with names of persons, 50, 76.
  Word *I*, 10, 76.
Cary, Phœbe, 64.
Catch, caught, has caught, 179.
Caterpillar, the, 11, 192.
Character studies, 202.
Characters in a story, 169.
Cherry Ripe, 183.
Children at Play, 19.
Children, foreign, 22, 69.
Child's Thought, A, 3.
Choose, chose, chosen, 125.
Christian names, 131.
Co., abbreviation, 157.
Cocoons, 191.
Coleridge, S. T., 39.
Columbus, 203.
Comma, after name of person spoken to, 61, 77; in dates, 140; before quotations, 162.
Commander, defined, 164.
Commands, sentences expressing, 18, 113.
Composition, 73.
Conclude, defined, 80.
Cone, Helen Gray, 126.
Consonants, 186; *a* before, 187.
Contractions, 141.
Conversation, 11, 17, 22, 25, 30, 33, 74, 78, 102, 104, 120, 122, 133, 138, 157.
Cornelia, 168; A Modern, 170.
Court, defined, 153.
Courteous, defined, 158.
Cradle, An Old-time, 33.
Craik, Dinah Mulock, 181.
Crow and the Pitcher, The, 6.
Curious, defined, 23.

Dandelions, 126.
Dash, the, 175.
Dates, 140.
Days, names of, 52, 76.
Dear, deer, 68.
Definition and *description*, 176.
Delicious, defined, 125.

Delight, defined, 3.
Description, exercises in, 47, 122, 181.
Dictation, exercises in, 68, 99, 116, 117, 130, 141, 150, 156, 172, 183, 189, 190, 194, 198.
Direct, to, defined, 159.
Doesn't and *don't*, 68.
Dogs and their Wild Kindred, 154.
Dr., abbreviation, 51.
Drawing, exercises in, 48, 69, 103, 120.
Dread, defined, 164.
Dwell, defined, 23.

Eat, ate, eaten, 125.
Edwards, M. Betham-, 49.
Emerson, R. W., 118.
Ending of letter, 80, 85, 99.
Envelope for a letter, 86–87.
Exclamation point, 28, 115.
Exclamations, 28, 115.
Explaining, practice in, 191.
Expression by hand, 48, 69, 103, 120, 125, 128.

Fables, 6, 18, 30, 66, 118, 143, 152, 175.
Fairy godmother, a, 181.
Fall, fell, fallen, 179.
Fall fruits, 122.
Family names, 131.
Farewell, 205.
Farmer's Work in Autumn, 128.
Fawn upon, defined, 153.
Field, Eugene, 136, 161.
Fisherman's Luck, 180.
Flour, flower, 68.
Flowers, exercises on, 120, 121, 173, 204.
Fly, flew, flown, 179.
For, four, 16, 20, 68.
Foreign, 23.
Foreign children, 22; reading, writing and telling about, 69.
Four Winds, The, 56.
Fox and the Cat, The, 18.
Fragrant, defined, 125.
Frontier, defined, 164.

Garden and field, exercise based on, 72.
Gave, given, 127.
Gen., abbreviation, 157.
Gi[illegible]n names, 131.
Glee, defined, 196.
Go, went, gone, 49, 125, 127.
Good-by, 205.
Goody Two Shoes, 184.
Graciously, defined, 158.
Grandmother's garden, 173.
Great Americans and Little Americans, 163.
Grow, grew, grown, 179.

Happy Day, A, composition, 73.
Has and *have*, 67.
Have and *get*, 167.
Heading of letter, 80, 81.
Hear, here, 14, 20, 68.
Hen, exercise based on the, 72.
Higginson, Ella, 193.
Hole, whole, 129.
Holiday customs, 142.
Holidays, names of, 53.
Home geography, 197.
Home reading, 41, 161.
Home study of reading lesson, plan for, 169.
Home talk, 15.
Honey bees, 172.
Hour, our, 59, 68.
Howitt, William, 30.
How to do some things, 57.
Hudson River, the, 176.
Hyphen, the, 194.

I, the word, 10.
Indentation of paragraphs, 168, 169.
Ingelow, Jean, 186.
Initials, 13.
Insect life, 192.
Interrogation point, 111.
Invitations, 89.
Is and *are*, 38.

Jackson, H. H., 9.
Jefferson, Thomas, 158.
Jingle, "Peter Piper," 12.
Jr., abbreviation, 157.

Keats, John, 204.
King Alfred, 159.
Kingdoms, The Three, 58.
Kingsley, Charles, 205.
Knew, new, 68.
Know, no, 60, 68.

Land of Story-books, 40–42, 207–210.
Language, expression of thoughts in, 104.
Letter, writing of a, 78; a specimen, 79; parts of a: heading, 80, 81; salutation, 80, 82; body, 80, 83; ending, 80, 85; signature, 80, 85–86; review of, 90; addressing a, 86–87.
Letters, relating to home life, 88; relating to school life, 90; relating to outdoor life, 92; exercise in planning, 96; relating to geography and history, 97; business, 98–99.
Lindsay, Maud, 173.
Listening, exercise in, 144.
Living pictures, 183.
Longfellow, Henry W., 45, 163, 194.
Lost Child, A, outline, 146.
Lowell, James Russell, 162.
Lucas, E. V., 32.
Lullabies, 160, 161.
Lullaby, defined, 160.

Macdonald, George, 30.
Meat, meet, 59, 68.
Meet, defined, 23.
Memorizing, selections for, 39, 49, 54, 74, 75, 91, 103, 108, 120, 160, 162, 175, 177, 193.
Mental picturing, 140.

Migration, 21.
Miller, Emily Huntington, 199.
Miser's Gold, The, 129.
Miss, Mr., Mrs., etc., 50, 51.
Mitchell, S. Weir, 164.
Months, names of, 52.
Mother Goose, 12.

Names, practice in writing, 15; family and Christian, 131.
Nature, protection of animal life by, 198.
Nature's Helpers, 124.
Nature study, exercises based on, 72, 172, 191–192.
Nesbit, E., 91.
Nestling, 35.
Number, singular and plural, 37, 38, 147; change in use of apostrophe and *s* according to, in possessive case, 147.

Observation, exercises in, 7, 17, 28, 39, 79, 95, 154.
Of, off, 35, 59, 68.
One, won, 68.
Orally, defined, 125.
Outbreak, defined, 164.
Ownership, 130, 147.

Paragraph, the, 28, 77; indentation of, 168, 169.
Paragraph study, 65, 121.
Paragraph writing, exercises in, 48.
Pare, pear, pair, 27, 68.
Period, the, 7; used after initials, 13; after commands, 18, 113; after abbreviations, 51, 87; at end of every written statement, 109.
Perish, 35.
Person spoken to, 61, 77.
Picture, pitcher, 20.
Picture, A Beautiful Word, 128.
Picture lessons, 101, 139, 183, 188.
Pictures for study:
A Piper and a Pair of Nutcrackers, 36.
At Home after the First Voyage, 114.
Aurora, 145.
Before the Judge, 112.
Cheapside, 14.
Cherry Ripe, 182.
Children Wading in the Surf, 93.
Columbus Discovering America, 97.
Come Along, viii.
Composition Day, 5, 105.
Dignity and Impudence, 119.
Feeding her Birds, 132.
Flüelen, 94.
Foreign children, 22.
Four Scamps, 16.
Girl with Cat, 62.
Infant Samuel, 48.
Kittens, 16.
Longfellow, 163.
Measuring, 8.
Milking Time, 188.
Pilgrims Going to Church, 139.
Poe, 163.
Queen Louise and Her Sons, 171.
Storks in Holland, 35.
The Bells, Frontispiece.
The First Step, 101.
The Knitting Lesson, 24.
The Promised Land, 46.
Washington, 163.
Who'll Buy a Rabbit? 110
Pictures, living, 183.
Picturing, mental, 140.
Pilgrims, the, 140.
Play, The Four Winds, 56.
Play for a stormy day, 65.
P.M., abbreviation, 51.
P.O., abbreviation, 157.
Poe, Edgar Allan, 163.
Poems:
A Bird's Nest, 133.
A Child's Prayer, 49.
A Farewell, 205.
A Harvest Song, 123.
Autumn Fires, 103.
Baby Seed Song, 91.
Beautiful faces are those that wear, 183.
Bees, 172.
Dandelions, 126.
Dreams, books, are each a world; and books, we know, 207.
Fable, 118.
For Arbor Day, 71.
Foreign Children, 22.
Four-leaf Clover, 193.
Good little boys should never say, 60.
Happy Thought, 13.
He prayeth well, 39.
Hiawatha, 108.
Hie Away, 195.
Holland, 32.
If you're told to do a thing, 64.
In winter I get up at night, 53.
Looking Forward, 10.
Marjorie's Almanac, 54.
Migration, 21.
Milking Time, 189.
October turned my maple's leaves to gold, 128.
O moon! in the night I have seen you sailing, 186.
Pippa Passes, 74.
Ring out, wild bells, 149.
September, 9.
Snowflakes, 45.
Sweet and Low, 160.
Sweet Peas, 204.
The Bluebird, 199.
The Brook, 177.
The Caterpillar, 11.
The Land of Story-books, 40.
The lily has an air, 120.
The Night Wind, 136.
The Piper, 196.
The Wind, 29.
What a Flower Tells, 2.
What is the Real Good? 201.

Possession, 130, **147.**
Pray, prey, 68.
Presently, 3.
Pretty, defined, 125.
Pronunciation of words, **195.**
Punctuation, in addressing letters, 87; in dates, 140; review of, 211. *See* Comma, Period, *etc.*

Queen Louise, 170.
Question mark, 17, 111.
Questions, 16, 17, 111; exercise in asking, 116.
Quotation marks, 60, 77, 156, 157; used in titles of books, poems, etc., 165.
Quotations, 60, 162.

Ran, has run, 127.
Readily, defined, 159.
Reading, exercises in, 2, 124, 128, 164, 190.
Reading lesson, home study of, 169.
Recognize, defined, 153.
Rev., abbreviation, 157.
R.F.D., abbreviation, **157.**
Rhymes, 22–23.
Right, write, 20, 68.
Ring, rang, rung, 149.
Road, rode, 15, 59.
Robins, 70.
Rossetti, Christina G., 11, 21, 29, 120, 189.
R.R., abbreviation, 157.
Rural, defined, 196.

Salutation of letter, 80, 82; in business letters, 98–99.
Salute, defined, 158.
Saw, seen, 127.
Scott, Sir Walter, 195.
Sea, see, 68.
Seasons, names of, 53; poems on the, 54, 103.
Seeds and seedlings, exercise based on, 72.
Semicolon, the, 198.
Sentence, 153.
Sentence exercise, 107.
Sentence grouping, 25, 101 ff.
Sentences, 4, 76, 106, 107, 204.
Sentinel, defined, 151.
Shake, shook, shaken, 125, 127.
Shakespeare, William, 194.
Sherman, Frank Dempster, 172.
Show, showed, shown, 169.
Sidney, Sir Philip, 162.
Signature of letter, 80, 85–86.
Silken, defined, 125.
Sincere, defined, 158.
Sink, sank, sunk, 179.
Sioux, 23.
Sit, sat, has sat, 179.
Snowball Fight, A, outline, **166.**
Snowflakes, 45.
Song, "Pippa Passes," **74.**
Spaniel, defined, 151.
Spectacle, defined, **153.**
Spelling, test in, 189; lesson in, **197.**
Spring, sprang, sprung, 179.
Squirrel, the, 38.
Sr., abbreviation, 157.
St., abbreviation, 51.
Stanza, defined, 29, 77.
Statements, 7, 109.
Stedman, E. C., 56.
Stevenson, Robert Louis, 10, 13, 22, 30, 40, 53, 103.
Stories to be studied:
A Child's Thought, 3.
Æsop's Choice, 106.
A Faithful Sentinel, 151.
A Faithful Servant, 200.
A Lesson in Politeness, 158.
Androcles, 152.
Cornelia and Her Jewels, 168.
Gellert, 155.
Goody Two Shoes, 184.
In a German Vineyard, 123.
Inside the Garden Gate, 173.
Iris, the Many-hued, 43.
Peggy, the Milkmaid, 174.
Phaethon, 144.
Sham Battles and Real Battles, **164.**
Sharp Eyes, 121.
The Crow and the Pitcher, 6.
The Fox and the Cat, 18.
The Goose with the Golden Eggs, 175.
The King and the Cakes, 159.
The Kitten and the Knitting Needles, 26.
The Lion and the Mouse, 66.
The Little Lame Prince, 181.
The Miser's Gold, 129.
The Storks of Delft, 34.
The Three Kingdoms, 58.
The Tortoise and the Ducks, **143.**
The Wind and the Sun, 30.
Stories, characters in, 169.
Storks of Delft, 34.
Story-making, exercises in, 127, 146.
Story-telling, exercises in, 6, 43, 134, 151, 153.
Story to be told, 174.
Sturdy, defined, 164.
Sunset, 49.
Supt., abbreviation, 51, **157.**
Surnames, 131.
Syllables, 187, 189, 194.

Tail, tale, 39, 68.
Take, took, taken, 169.
Tell, William, 94.
Tennyson, Alfred, Lord, 149, 160, 171
Tents, 65.
Thanksgiving Day, 44.
Their, there, 134.
Thoughts, expression of, in words, 4, 9, 104, 105; expressing complete, in sentences, 107.
Throw, threw, thrown, 125, 127.
Titles, of stories, 34; of persons, 50; of books, pictures, poems, etc., 165.

To, too, two, 68, 117.
Tower, to, 103.
Travel talk, 14.
Trees, study of, 31.
Troublesome words in spelling, 68.
Tumult, 149.
Turner, 60.

Unexpected Bath, outline, 179.
U.S., abbreviation, 157.

Vale, defined, 103.
Victim, defined, 153.
Violets, exercise based on, 72.
Vowels, 186; use of *an* before, 187.

Waist, waste, 63, 68.
Was and *were*, 66.
Washington, George, 162, 163, 164.
Water, study of, 45.
Wear, wore, worn, 169.
Welcome, defined, 35.
Went, gone, 127.
What is a bird? 190.
Wind and the Sun, The, 30.
Wind, poems about the, 29, 30, 136.
Winds, The Four, play, 56.
Word forms, study of, 37.
Word grouping, 106.
Word pictures, 45, 123, 128, 176.
Word practice, 200.
Words, expression of thoughts in, 4, 104; study of common, 125.
Word study, 3, 10, 14, 15, 16, 21, 23, 27, 35, 37, 39, 41, 49, 51, 60, 63, 80, 81, 103, 117, 129, 134, 137, 149, 151, 153, 155, 158, 159, 167, 169, 179.
Wordsworth, William, 207.
Wright, Mabel Osgood, 190, 198.
Wrote, written, 20.

Yes and *no*, 167, 211.

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